

MARYLAND TEACHERS' YEAR-BOOK

FOR THE INFORMATION, USE AND GUIDANCE
OF OFFICIALS AND TEACHERS OF THE
PUBLIC SCHOOLS OF THE
STATE OF MARYLAND



SCHOLASTIC YEAR

1909-1910

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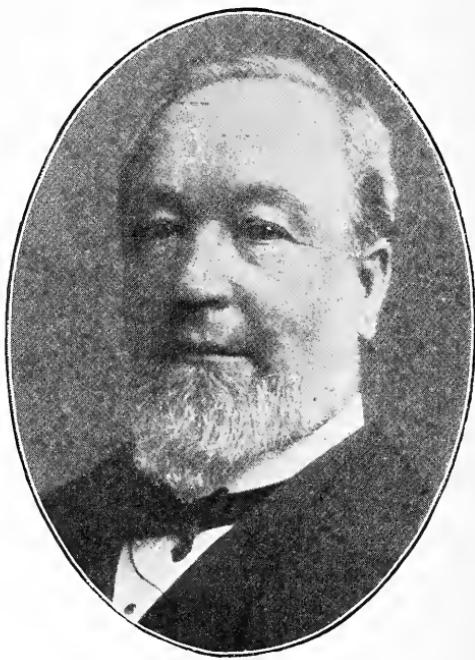


THE TEACHER'S CREED.

"I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap; I believe in the curse of ignorance; in the efficacy of schools; in the dignity of teaching; and in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of the printed book, in lessons taught, not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely. I believe in beauty in the school room, in the home, in daily life, and out of doors. I believe in laughter; in love; in faith; in all ideals and distant hopes that urge us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and its opportunities; in the future and its promises; and in the divine joy of living."—EDWIN GROVER.

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M. ALEXANDER NEWELL, Ph.D.

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STATE OF MARYLAND

TEACHERS'

YEAR-BOOK

FOR THE INFORMATION, USE AND GUIDANCE OF OFFICIALS
AND TEACHERS OF THE PUBLIC SCHOOLS OF
THE STATE OF MARYLAND

SCHOLASTIC YEAR 1909-1910

PREPARED AND PUBLISHED BY

M. BATES STEPHENS

STATE SUPERINTENDENT

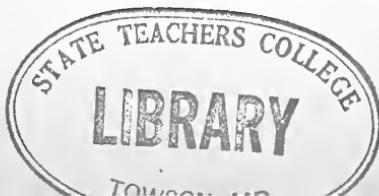
B. K. PURDUM

ASSISTANT



DENTON, MD.
MELVIN & JOHNSON
1909

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PREFATORY.

The time has come when we should begin to plan our next year's work. It is our purpose to distribute this issue of the Teachers' Year-Book before the present scholastic year ends, for reasons that are obvious. The information contained herewith has been compiled especially for the teacher, and should be read carefully and completely.

THE REVISED COURSE OF STUDY

will go into effect September 1, 1909, and every teacher is expected to be familiar with its provisions in order to live up to its requirements. The Course will not appear in this booklet for the reason it was recently published as a separate pamphlet and furnished all schools by the County School Boards. The County Superintendent will adapt the work of the Revised Course to the particular text-books used in his county, and send to each teacher a printed copy of grade requirements in each text-book in use. It is necessary to know the entire year's work of the school in order to plan intelligently each grade's work and apportion the time therefor.

THE CENTER OF COMMUNITY LIFE

should be the school. The relation of the district school to country life is the most important educational problem which challenges our attention. As has been well said, "upon its solution depends in large measure the future welfare and stability of our people." Possibly eighty per cent. of our pupils come from the farms or from homes identified with agricultural interests. Probably seventy-five per cent. of these will ultimately have charge of our farms. It would seem that the education of our rural schools should hold some well-defined relation to this fundamental and dominant industry, and our teaching or instruction should emphasize more than it has heretofore done this particular vocation. The requirements of scientific farming and the responsibilities of home-making should be presented to boys and girls in school, and, at least in a limited sense, our school-work should make them efficient for such duties and responsibilities. The demand is a growing one that our education become more vital and practical—that it bear a closer relation to the needs of community life. The prudent, wide-awake teacher can help in giving intelligent direction to this popular movement in the following ways, viz.: (1) Have an organization of school patrons to meet monthly in the evening and discuss questions which affect the welfare of the school; (2) Have a school library association; (3) Make the several school anniversaries red letter days to attract all the patrons, and have a well-arranged exhibit of the pupils' work, and, (4) consult the State Experiment Station as to best plans to beautify your school grounds and carry on simple experiments in agriculture. Each teacher is earnestly requested to adopt these suggestions and report the results to this Department at the close of the next school year, and for each successful

effort to carry into effect these recommendations the school will receive a fitting testimonial from the State Board of Education.

LIFE CERTIFICATES AND NORMAL SCHOOL DIPLOMAS, when sealed by the State Board of Education, will be accepted as first-class certificates for five years from date of the seal, after which they will be classified by the County Superintendent of the county where the holder thereof may teach. The new by-laws pertaining to teachers, published in this pamphlet, give the complete by-laws, as revised March 17, 1909, relating to such certificates. The operation of the revised by-laws affects all life certificates and normal diplomas outstanding.

Respectfully submitted,

M. BATES STEPHENS,

Annapolis, Md., April 1, 1909.

State Superintendent

**STATE OF MARYLAND
DEPARTMENT OF EDUCATION**

ANNAPOLIS, MARYLAND

JUNE 1, 1909

STATE BOARD OF EDUCATION

GOVERNOR AUSTIN L. CROTHERS, President

M. BATES STEPHENS, Secretary

| | | |
|------------------|-------|----------------------------------|
| CLAYTON PURNELL, | - - - | Frostburg, Allegany county |
| Z. P. WHARTON, | - - - | Stockton, Worcester county |
| ROBERT C. COLE, | - - - | Roland Park, Baltimore county |
| RUFUS K. WOOD, | - - - | Sparrows Point, Baltimore county |
| WM. S. POWELL, | - - - | Ellicott City, Howard county |
| THOMAS H. LEWIS, | - - - | Westminster, Carroll county |

STATE SUPERINTENDENT OF PUBLIC EDUCATION

M. BATES STEPHENS, Annapolis, Md.

B. K. PURDUM, Ass't, Annapolis, Md.

COUNTY SCHOOL SUPERINTENDENTS

| | | | |
|--------------------------|-------------------|-----------------------|----------------------|
| A. C. WILLISON, | - - - | Cumberland, - - - | Allegany county |
| SAMUEL GARNER, | - - - | Annapolis, - - - | Anne Arundel county |
| ALBERT S. COOK, | - - - | Towson, - - - | Baltimore county |
| JOHN T. HERSHNER, Ass't, | " | - - - | Baltimore county |
| S. SIMPSON, | - - - | Westminster, - - - | Carroll county |
| EDWARD M. NOBLE, | - | Denton, - - - | Caroline county |
| GEORGE BIDDLE, | Brandy | Elkton, - - - | Cecil county |
| J. BRISCOE BUNTING, | - | Prince Frederick, - - | Calvert county |
| MICHAEL R. STONE, | - | La Plata, - - - | Charles county |
| W. P. BECKWITH, | - | Cambridge, - - - | Dorchester county |
| JOHN T. WHITE, | - - - | Frederick, - - - | Frederick county |
| S. N. YOUNG, Ass't, | - - - | " | Frederick county |
| EDWARD A. BROWNING, | - | Oakland, - - - | Garrett county |
| WOODLAND C. PHILLIPS, | - | Ellicott City, - - - | Howard county |
| CHARLES T. WRIGHT, | - | Bel Air, - - - | Harford county |
| MILTON MELVIN, | - - - | Chestertown, - - - | Kent county |
| EARLE B. WOOD, | - | Rockville, - - - | Montgomery county |
| FREDERICK SASSNER, | - | Upper Marlboro, - - | Prince George county |
| BYRON J. GRIMES, | - | Centreville, - - - | Queen Anne county |
| GEORGE W. JOY, | - | Leonardtown, - - - | St. Mary's county |
| WM. H. DASHIELL, | - | Princess Anne, - - - | Somerset county |
| NICHOLAS OREM, | - | Easton, - - - | Talbot county |
| JOHN P. FOCKLER, | - | Hagerstown, - - - | Washington county |
| WM. J. HOLLOWAY, | - | Salisbury, - - - | Wicomico county |
| EDGAR W. McMaster, | - | Pocomoke City, - - | Worcester county |

BALTIMORE CITY,

OFFICE COR. MADISON AND LAFAYETTE AVES.

| | | |
|----------------------|-------|--------------------------|
| JAMES H. VAN SICKLE, | - - | Superintendent |
| HENRY A. WISE, | - - - | Assistant Superintendent |
| JOHN E. McCahan, | - - - | Assistant Superintendent |
| HENRY E. WEST, | - - - | Assistant Superintendent |

LIST OF INSTITUTE DATES FOR COUNTIES OF MARYLAND

SCHOOL YEAR 1909-10

PREPARED AND ISSUED BY THE STATE SUPERINTENDENT OF PUBLIC EDUCATION

| County | Date | Visiting Superintendents | Normal School Instructors |
|----------------|------------------|---|---|
| ALLEGANY | Aug. 23—Sept. 10 | Albert S. Cook Charles T. Wright | No assignment |
| ANNE ARUNDEL* | Sept. 6-10 | J. Briscoe Bunting Michael R. Stone | Mr. W. Franklin Jones |
| BALTIMORE | Sept. 13-17 | A. C. Willison William P. Beckwith | No assignment |
| CALVERT | Oct. 4-8 | A. C. Willison Frederick Sasscer | Miss Minnie Davis |
| CAROLINE † | Aug. 30—Sept. 3 | Byron J. Grimes Milton Melvin | Mr. W. Franklin Jones |
| CARROLL | Sept. 6-10 | George Biddle George W. Joy | Miss Hannah A. Coale |
| CECIL | Oct. 25-29 | Edgar W. McMaster John P. Fockler | Mr. W. Franklin Jones Miss Ella V. Ricker |
| CHARLES* | Sept. 6-10 | J. Briscoe Bunting William P. Beckwith | Mr. W. H. Wilcox |
| DORCHESTER | Dec. 20-23 | Earle B. Wood Frederick Sascer | Mr. W. Franklin Jones |
| FREDERICK | Jan. 3-7 | Earle B. Wood Edgar W. McMaster | No assignment |
| GARRETT | Sept. 6-10 | Charles T. Wright George Biddle | Miss Minnie Davis Miss Sarah E. Richmond |
| HARFORD | Aug. 30—Sept. 3 | S. Simpson John T. White | Miss Ida Mason Cox Mr. Robert L. Haslup |
| HOWARD | Oct. 18-22 | John T. White Michael R. Stone | Miss Inez Johnson Mr. W. H. Wilcox Mr. W. Franklin Jones |
| KENT | Sept. 6-10 | Woodland C. Phillips William J. Holloway | Mr. Herbert E. Austin Mr. Robert H. Gault Miss Mary E. Ford |
| MONTGOMERY | Sept. 6-10 | John P. Fockler William J. Holloway | No assignment |
| PRINCE GEORGE* | Sept. 6-10 | George W. Joy John T. Hershner William H. Dashiel | Miss Mary H. Scarborough |
| QUEEN ANNE | Oct. 11-15 | Edward M. Noble Albert S. Cook | Mr. Robert H. Gault Mr. W. H. Wilcox |
| ST. MARY'S* | Sept. 6-10 | Nicholas Orem Samuel Garner | Miss Lillian L. Thorpe |
| SOMERSET° | Aug. 23—Sept. 3 | Samuel Garner Nicholas Orem | Miss Inez Johnson |
| TALBOT† | Aug. 30—Sept. 3 | S. Simpson Edward M. Noble | No assignment |
| WASHINGTON | Jan. 3-7 | Milton Melvin William H. Dashiel | Mr. W. Franklin Jones |
| WICOMICO° | Aug. 23—Sept. 3 | Edward A. Browning Woodland C. Phillips | Miss Florence Snyder |
| WORCESTER° | Aug. 23—Sept. 3 | Byron J. Grimes Edward A. Browning | Mr. H. E. Austin |

*Anne Arundel, Prince George, Charles, and St. Mary's counties will hold a joint institute in Annapolis, September 6-10.

†Caroline and Talbot counties will meet jointly in an institute to be held at Denton August 30-September 3.

°Somerset, Wicomico and Worcester counties will meet jointly at Ocean City for a two-weeks institute, August 23-September 3.

INSTITUTE INSTRUCTORS.

RECOMMENDED BY THE STATE SUPERINTENDENT.

Charles H. Albert, Ph. D., Principal State Normal, Bloomsburg, Pa.—Practical Pedagogy.

Joseph H. Apple, A. M., President Woman's College, Frederick, Maryland—Application of Psychology to Teaching.

Samuel A. Baer, Ph. D., Harrisburg, Pa.—School Management.

George P. Bible, 5025 Race street, Philadelphia—Reading and Practical Pedagogy.

Richard Gause Boone, Ph. D., Long Beach, Cal., Editor of "Education"—General Educational Topics.

Sarah C. Brooks, M. A., Principal Teachers' Training School, Baltimore, Maryland—Primary Methods and Construction Work.

Martin G. Brumbaugh, Ph. D., Superintendent of the Schools of Philadelphia, Pa.—Psychology and Pedagogy.

James E. Carroll, A. M., Superintendent of Kent County Free Schools, Dover, Del.—Class-room Management.

Alexander Chaplain, Ped. D., Ex-Superintendent Talbot County (Maryland) Schools—School Management.

Isabel A. Coffin, A. M. (Graduate N. Y. Teachers' College), 237 W. Forty-fourth street, N. Y.—Art Studies.

John H. Cox, Professor of English Philology in West Virginia University (Morgantown, W. Va.)—Literature and General Pedagogy.

(Miss) Nadine Crump, 2123 F street, N. W., Washington, D. C.—Reading and Primary English.

Isobel Davidson, Primary Supervisor Baltimore County Schools, Towson, Maryland—Primary Subjects and their Methods.

M. Louise Edwards, Lecturer, Reader, Teacher, 3910 Park Heights avenue, Baltimore, Md.—Interpretive Expression, Literature, English, Vocal Culture.

D. D. Fess, Ph. D., General Lecturer, Chicago University—Department of History and Physics.

J. Montgomery Gambrill, Head of Department of History, Polytechnic Institute, Baltimore—History.

Charles B. Gilbert, Ph. D., Author and Lecturer, 1170 Broadway, N. Y.—General Pedagogy and English.

Francis H. Green, A. M., Department of English, West Chester, Pa., Normal—English Grammar and Literature.

C. H. Gordinier, Ph. D., Department of English, Shippensburg, Pa., State Normal—English and School Management.

G. Clinton Hanna, President Bedford Institute, Shelbyville, Tenn.—School Management.

Mari Ruef Hofer, Teachers' College, New York, Extension Teacher, Columbia University—Music and Games.

W. E. Lugenbeel, Ph. D., Teacher of Mathematics, Winona Normal School (address, Effingham, Ill.)—Literature and Mathematics.

E. Oram Lyte, Ph. D., Principal Millersville (Pa.) Normal School—English and School Government.

(Miss) Marion Mackenzie, B. S., 4816 Florence avenue, West Philadelphia—Nature subjects.

Nan L. Mildren, Primary Supervisor Frederick County (Md.) Schools, Frederick—Primary Teaching.

Frank M. McMurry, Ph. D., Teachers' College, Columbia University, N. Y.—Geography, History and School Curricula.

Cap. E. Miller, Sigourney, Iowa—Elementary Agriculture In Our Public Schools.

Lelia E. Patridge, Laurel Springs, N. J.—Methods and School Management.

Leon C. Prince, Carlisle, Pa.—Lectures on Popular Topics.

Dr. Geo. M. Phillips, Principal West Chester (Pa.) Normal School—General Pedagogy.

J. Adams Puffer, 168 Great Plain avenue, Needham, Mass.—Lecturer on Educational Topics.

(Mrs.) M. Landon Reed, 1604 K street, N. W., Washington D. C.—The Culture of the Body and the Art of Expression.

Nathan C. Schaeffer, State Superintendent of Instruction, Harrisburg, Pa.—“Thinking and Learning to Think.”

David Eugene Smith, Ph. D., Teachers' College, Columbia University, N. Y.—Mathematics.

Levi Seeley, Ph. D., New Jersey State Normal School, Trenton, N. J. (482 West State street)—General Methods and History of Education.

Geo. D. Strayer, Ph. D., Columbia University, N. Y.—School Subjects and their Methods.

Lida E. Tall, Teachers' Training School, Baltimore.—Arithmetic.

George W. Twitmeyer, Ph. D., Superintendent Wilmington (Del.) Schools—School Management.

Hon. James H. Van Sickles, Superintendent Baltimore City Schools—School Management.

Orson L. Warren, Elmira, N. Y.—Penmanship, Biography and History.

Henry S. West, Ph. D., Assistant Superintendent Baltimore City Schools—English.

Robert H. Wright, A. M., Principal Eastern High School, Baltimore—History.

A. Duncan Yocom, Ph. D., Head of Department of Pedagogy, University of Pennsylvania, Philadelphia—Pedagogy.

COURSE OF STUDY FOR NORMAL SCHOOLS IN MARYLAND.

Adopted by the State Board of Education, June, 1908.

The course of study required by all who would obtain a Normal School Diploma in Maryland covers two years and is designated, THE NORMAL COURSE. To enter that course a student must hold a certificate from an approved High School in Maryland, or pass examinations on a course equivalent to that pursued in such High Schools, or complete course herein laid down and designated, THE ACADEMIC COURSE.

The Academic Course covers two years and to enter the first year of that course a student must have completed the Eighth Grade in the Public Schools of Maryland, according to the schedule adopted by the State Board of Education, or pass examinations equivalent to that.

ACADEMIC COURSE.

| | First Year. | 1st Term. | 2nd Term. |
|---|-------------|-----------|-----------|
| ENGLISH—Composition and Rhetoric | | 3 | 3 |
| HISTORY—Ancient and Medieval | | 3 | 3 |
| MATHEMATICS—Algebra | | 5 | 5 |
| SCIENCE—Physical Geography | | 5 | |
| | Botany | | 5 |
| LATIN—First Latin Book (Completed) | | 5 | |
| | Caesar | | 5 |
| ART—Drawing, Vocal Music, Elocution, Manual Training, Physical Training, Each one period a week | | 5 | 5 |
| | | <u>26</u> | <u>26</u> |

Second Year.

| | 1st Term. | 2nd Term. |
|---|-----------|-----------|
| ENGLISH—Composition and Rhetoric | | 3 |
| Studies in English Literature with weekly Essays. | | |
| HISTORY—Modern History | | 3 |
| MATHEMATICS—Plane and Solid Geometry | . . . | 5 |
| Book-Keeping (8 weeks). | | |
| SCIENCE—Physics | | 5 |
| Chemistry | | 5 |
| LATIN—Cicero | | 5 |
| Virgil | | |
| ART—Drawing, Vocal Music, Elocution, Manual Training, Physical Training, Each one period a week | | 5 |
| | | <u>26</u> |
| | | <u>26</u> |

NORMAL COURSE.

| | Junior Year. | 1st Term. | 2nd Term. |
|---|--------------|-----------|-----------|
| PEDAGOGY—Art of Teaching | | 5 | |
| Psychology | | | 5 |
| Review of Elementary Studies: | | | |
| Grammar | 5 | | |
| History | | 5 | |
| Observation in Model School | 5 | 5 | |
| ENGLISH—History of English Literature | 3 | | 3 |
| Studies in English Literature with weekly Essays. | | | |
| HISTORY—Civil Government | | | 5 |
| SCIENCE—Physiology, with elementary studies in Zoology. | 5 | | |
| ART—Drawing, Vocal Music, Elocution, Manual Training, Physical Training. Each one period a week | 5 | 5 | |
| | | 28 | 28 |
| | Senior Year. | 1st Term. | 2nd Term. |
| PEDAGOGY—Psychology | 3 | | 3 |
| Principals of Teaching | | | |
| School Management and School Law | 5 | | |
| History of Education | 3 | | |
| Review of Elementary Studies: | | | |
| Geography | 5 | | |
| Arithmetic | | | 5 |
| Practice Teaching in Model School (Each member of the Class must teach 45 minutes daily for twenty weeks, to be followed by critique) | 5 | 5 | |
| SCIENCE—Nature Study | | | 5 |
| HISTORY—Constitution of U. S. and of Maryland | | | 3 |
| Maryland Teachers' Manual. | | | |
| ART—Vocal Music, Elocution. Each one period a week | 2 | 2 | |
| | 23 | 23 | |

LAWS AND BY-LAWS PERTAINING TO TEACHERS.

ARTICLE VI.

TEACHERS.

1. Every teacher on his first appointment and before entering on the duties of his office shall take the following oath of office, a copy of which shall be kept in the office of the County School Board:

I,....., having been appointed a teacher in the public school of.....County, State of Maryland, do swear (or affirm) that I will obey the School Law of the State of Maryland and all rules and regulations touching my position as teacher, passed in pursuance thereof by the proper authority; that I will, to the best of my skill and judgment, diligently and faithfully, without partiality or prejudice discharge the duties of a teacher, in the public schools of said county, including attendance on teachers' institutes and associations when legally called thereto, and will honestly and correctly make quarterly and other reports when required by law or the school authorities of said county to do so.

.....Teacher.

State of Maryland.....County to wit:
Sworn (or affirmed) before the subscriber.....

.....
byteacher, who in my presence has thereto set.....name this.....
day of.....19....

2. It shall be the duty of teachers to have the schoolrooms swept, dusted and ventilated every day, and warmed when necessary, at least fifteen minutes before the hour of opening, and to see that the house is kept clean and comfortable at all times. They shall organize and conduct their schools according to the schedule in Article VIII, Section 7, and shall give their undivided attention to the pupils during the whole of the school hours. Pupils and teachers are prohibited from using tobacco in any form on the school premises during school hours.

3. They shall keep a record of the daily attendance of themselves and of each pupil in the register provided for that purpose. This register shall be preserved in good condition and submitted to the inspection of the County Superintendent, the Trustees and the Commissioners, whenever desired.

4. They shall make a term report to the School Board (on forms provided for that purpose, and approved by the State Board), and shall fill up accurately all the blanks, so far as applicable to each particular school. They shall swear or affirm to this report before a Justice of the Peace or a School Commissioner, if required by the By-Laws of the County School Board; they shall have it endorsed by at least two School

Trustees; and shall deliver it to the County Superintendent at least three days before the stated quarterly meeting of the Board.

5. No teacher shall receive payment for services until the registers are properly filled up, and reports made and delivered as required by law.

6. No person shall act as a substitute for a teacher unless holding a teacher's certificate, and then only with the written consent of the Trustees, which shall be filed with the teacher's report. In case a disqualified person act as substitute, no salary shall be paid for that time.

7. For each day's absence from school, without good and sufficient reasons, which reasons shall be stated in the quarterly report, the teacher shall forfeit the proportionate amount of salary; but no deduction shall be made by the Board for sickness not exceeding three days in one term. Time lost shall not be made up by teaching on Saturdays or legal holidays, or at extra hours. The days of absence shall be noted in the quarterly report; and the cause of absence for each day.

8. Every teacher shall keep an account of the books belonging to the school furnished each pupil for use, and shall require the return of the same when the child leaves school. Teachers will be held responsible for the safe-keeping and good condition of the books and stationery belonging to the schools.

9. Any teacher who shall refuse to vacate his school when legally notified of his suspension or dismissal by the Trustees or County School Board, shall forfeit all claim for compensation for services during the term in which such suspension or dismissal shall take place, and be thereafter ineligible to any school under the control of the Board, unless reinstated by the County School Board.

10. Every teacher shall furnish to the County School Board an inventory of the books and stationery belonging to the Board which are in the school at the expiration of each school year.

11. All contracts with teachers shall be in writing, and shall be signed by the Board of District School Trustees, or a majority of them, and by the teacher. Said contracts shall be submitted to the Board of County School Commissioners for confirmation, and shall not be valid unless confirmed. The following shall be the form of contract and no other form shall be legal:

TEACHER'S CONTRACT.

STATE OF MARYLAND, COUNTY OF.....19....

It is hereby agreed by and between the District School Trustees of School No....., District No..... and that the said shall be and.....is hereby appointed to teach at said school, subject to the confirmation and requirements of the Board of County School Commissioners ofCounty, and to the provisions of the Public School Laws of the State of Maryland, and at such salary as the said Board of County School Commissioners may direct, provided, however, that no white teacher regularly employed in a public school of said State, having an average attendance of fifteen pupils or more, shall receive as a salary less than three hundred dollars per school year; and provided further, that all white teachers, holding a first class teachers'

certificate, who have taught for a period of three years in any of the public schools of said State, shall receive as a salary not less than three hundred and fifty dollars per school year; that all such teachers, who have taught in said schools for a period of five years, shall receive as a salary not less than four hundred dollars per school year; that all such teachers, who have taught in said schools for a period of eight years, shall receive as a salary not less than four hundred and fifty dollars per school year, and that all white teachers holding a second class teachers' certificate, who have taught in said public schools for a period of eight years, shall receive as a salary not less than three hundred and fifty dollars per school year.

The said on.... part, hereby accepts said appointment, to take effect on the..... day of..... 19.....

This contract shall continue from term to term, and from year to year, subject to revocation at any time by either of the parties hereto, on giving to the other party thirty days' notice, in writing, to that effect, and similar notice of such revocation must also be given to the said Board of County School Commissioners.

If from any cause the Board of County School Commissioners should decide to close said school, then this agreement may be terminated by said Board of County School Commissioners at any time.

Witness our hands:

(At least two Trustees must sign).

.....

.....

Trustees.

.....

Teacher.

The above contract is hereby ratified and confirmed by the Board of County School Commissioners of..... County, this..... day of, 19.....

Attest:

.....

Secretary.

FORM OF DISMISSAL.

State of Maryland, County of....., 19..
To.....

Teacher of Public School No...., Election District No....

You are hereby notified that your services as teacher of the aforesaid school will not be required after the..... day....., 19...., said day being not less than thirty days from the date hereof.

(At least two Trustees must sign).

.....

.....

Trustees.

12. If a teacher wishes to vacate his school, thirty days' notice in writing must be given to the Trustees and also to the County School Board, except in cases of emergency, of which the School Board must judge. If any teacher leaves without giving such notice, he shall forfeit the salary already accrued for the current term.

13. Immediately on the termination of the scholastic year, or on the teacher's vacating the school, he shall secure the schoolhouse, and shall

deliver the keys thereof and all school property in his charge to the Chairman of the Board of District Trustees or to one of the School Commissioners, taking a receipt therefor.

14. No person is eligible to appointment as teacher or substitute without having one of the several certificates to teach as enumerated in Section 6 of Article VII. The minimum legal age of men teachers is 19 years; of women teachers, 18 years.

15. Teachers shall attend the Teachers' Institute and County and District Teachers' Association when ordered by the proper authority, under such penalty as the Board of County School Commissioners may prescribe.

16. Every teacher is expected and required to make himself acquainted with the By-Laws, Rules and Regulations of the State Board of Education, and of the Board of School Commissioners of his county, and to bear in mind that by accepting employment he voluntarily undertakes to discharge the duties imposed or implied therein. Any voluntary neglect or violation of said By-Laws is therefore a breach of contract, and may lead to termination of the engagement or to the annulment of his certificate.

17. The Principal Teacher of every school, when the appointment has been confirmed by the County School Board, is *ex-officio* the Secretary of the Board of District School Trustees. He shall keep an accurate record of the proceedings of each meeting in an appropriate record book, which shall be inspected by the County Superintendent when visiting the schools.

ARTICLE VII.

TEACHERS' CERTIFICATES.

1. The issuing, grading and renewal of certificates of qualification as Public School Teachers, to persons applying for same in any county, are in the discretion of the County Superintendent under the provisions of law.

2. The certificates issued by each County Superintendent shall be numbered and registered in a book provided for that purpose and shall be arranged by the County Superintendent, under the sanction of the County School Board, as First Grade, First Class; First Grade, Second Class; Second Grade, First Class; Second Grade, Second Class; and Second Grade, Third Class. The grade shall be determined as required by law, by the scholastic qualifications of the Teacher; but the class shall be determined by the professional ability and skill of the Teacher as exhibited in the schoolroom, and observed and vouched for by the County Superintendent. Certificates issued by the Principal of a State Normal School, or the Normal Department of Washington College, shall be subject to the same provisions. When the diplomas of graduates of the State Normal Schools or the Normal Department of Washington College, shall have affixed to them the Seal of the State Board of Education, they shall be accepted as First Grade, First Class certificates for a period of five years, after which time the same shall be subject to classification by the Superintendent of the County where the Teacher is employed; but the Teacher shall have the right of appeal from the action of the County Superintendent to the State Board of Education.

3. Certificates of the First Grade shall certify that the Teacher has been examined in Orthography, Reading, Writing, Arithmetic, Geography, United States and General History, English Grammar, Bookkeeping, Algebra, Natural Philosophy, Physiology, Plane Geometry (four books), National and State Constitutions, Theory and Practice of Teaching, and the Laws and By-Laws of the Public School System of Maryland; and those of the Second Grade shall certify that the Teacher has been examined in Orthography, Reading, Writing, Arithmetic, Geography, United States History, History of Maryland, English Grammar, Constitutions of United States and Maryland, Algebra (to Quadratics), Theory and Practice of Teaching, Physiology, and the Laws and By-Laws of the Public School System of Maryland.

4. Teachers who have taught seven years, five of which shall have been spent in the public schools of Maryland, and hold a First Class certificate, may apply to the State Board of Education for a Life Certificate. They must file with their application the unanimous recommendation of the Board of School Commissioners and the County Superintendent of the County where they have last taught. The County Superintendent must forward to the State Board, if required, the examination papers of the last examination taken by the applicant for a teacher's certificate. If the State Board favorably considers the application, they shall name two County Superintendents who, with the State Superintendent, shall prepare an examination—unless waived by the State Board of Education—the result of which shall be reported to the State Board at its next meeting. Applications for Life Certificates shall be considered only at the February meeting of the Board, and examinations will be held only once in each year. Those obtaining Life Certificates shall be accepted by all County Superintendents without further examination as teachers of the grade named in the certificate; *Provided*, That the Certificate thus issued shall be accepted as First Class for a period of five years from the date of its issue, after which it shall be subject to classification by the County Superintendent.

5. There shall be held annually on Thursday, Friday and Saturday, next succeeding the date of the regular quarterly meeting of the State Board of Education in the month of August, an examination for State or Life Certificates, which examination shall embrace the subjects of the Normal Course of the Normal School Curriculum. The place for holding the examination will be in Annapolis in the office of the Department of Education. The questions for this examination shall be prepared by the State Superintendent, subject to the approval of the State Board of Education, and conducted by said Superintendent, with such assistance as may be given him by the State Board of Education.

6. No person shall be employed as a Teacher in the Public Schools of Maryland unless such a person shall hold:

(a) A certificate issued by the County Superintendent where he or she proposes to teach.

(b) A certificate from a Principal of a State Normal School or of the Principal of the Normal Department of Washington College.

(c) A diploma of a State Normal School of Maryland or of the Normal Department of Washington College.

(d) A Normal School diploma of another State endorsed by the State Superintendent of Public Education.

(e) A certificate from the State Board of Education.

(f) Diplomas of graduates of colleges or universities of this State who took with the major subjects of junior and senior years the following course in pedagogy:

JUNIOR YEAR.

Course A.—General History of Education, embracing a review of the most eminent educational theories and systems of ancient and modern times. First Term. Three times a week.

Course B.—Psychology. The content and development of mind, studied with the special view to comprehending the art of teaching, as based on a knowledge of the child. Second and Third Terms. Three times a week.

Course C.—Special Method. Review of Elementary English, Geography and Arithmetic, and a study of methods and devices used in teaching these branches. Throughout the Year. Three times a week.

Course D.—Drawing, Music, Elocution, and Physical Training. Once a week in each of the subjects named throughout the year.

SENIOR YEAR.

Course E.—General Method. The Philosophy of Teaching. A study of the psychological and pedagogical principles upon which teaching is based. First Term. Three times a week for at least twelve consecutive weeks.

Course F.—School Organization and Discipline. This course comprises methods of supervising and managing schools, teachers and pupils; courses of study and programs, based on Maryland Teachers' Manual and Course of Study; sanitation; playgrounds; text-books; supplies and apparatus. Second Term. Three times a week for at least twelve consecutive weeks.

Course G.—School Law. This course treats of the duties of the teacher as an officer of the State; school boards; trustees; contracts; care of property; records and reports, etc. Third Term. Three times a week for at least twelve consecutive weeks.

Course H.—Practice Teaching. Throughout the year each student will teach at least two periods every week under the supervision of a critic teacher in a regularly graded school.

Course I.—Drawing, Music, Elocution, and Physical Training. Once a week in each of the subjects named throughout the year.

ARTICLE VIII.

SCHOOLS.

1. The Course of Study for Elementary Schools, which embraces the subjects required to be taught in every District School, shall be followed as outlined and given in Section 7 of this Article; and the curriculum for High Schools as given in Section 7 of this Article shall be followed in the grades of the High Schools.

2. The school year of ten months shall be divided into four terms as nearly equal as possible, to be called the fall, winter, spring and summer terms, respectively.

3. School shall be open daily, five days in each week, and for six hours each day. The hours each day, unless otherwise ordered by the School Commissioners, shall be from 9 A. M. to 12 M., and from 1 to 4 P. M. The younger pupils may be required to attend during a shorter daily session at the discretion of the teacher and with the consent of the County Superintendent. No school shall be in session on Saturday, Sunday, or on any of the following holidays, viz.: Thanksgiving Day, the 24th of December to the 1st of January (both inclusive), the Friday before Easter and the Monday after Easter, the whole months of July and August, and the days designated for the holding of the Annual Teachers' Institute. These vacations and holidays are obligatory on all schools. Election days and Decoration day may each be declared a holiday at the discretion of the Board of County School Commissioners.

4. There shall be a public examination of the pupils in each school twice a year, to which parents and school officers shall be invited, and the examination shall be reported to the School Board.

5. The teacher of any school may order the following articles for the comfort, convenience and security of the school when not otherwise provided for by the County School Board, viz.: fuel (ax and saw if needed), water bucket, drinking cup, wash basin, soap, towel, window lights and fastenings, door locks, all of which shall be paid for by the teacher and charged among the incidental expenses of the school, provided that vouchers shall be given for every expenditure. The teacher shall be responsible for the due care and right use of such articles, and any loss arising from neglect or waste shall be charged against his salary.

6. The rules adopted by any Principal Teacher for the government of his school, with the consent of the County Superintendent and the Board of District Trustees, and not at variance with the school law, the By-Laws of the State Board or the By-Laws of the County School Board, shall be carefully observed by all pupils and assistant teachers under his authority.

7. The classification and schedule of studies in By-Laws recently published shall be observed in all Primary, Elementary and High Schools.

TEACHERS' SALARIES.

(Chapter 635, Acts 1908).

Section 122½. That all white teachers holding a first-class teachers' Certificate and having taught for a period of three years in any of the Public Schools of the State of Maryland, shall receive as a salary not less than \$350 per annum, and provided further that if such teacher holds a first-class certificate and has taught in the public schools of Maryland for a period of five years, he or she shall receive as a salary not less than \$400 per annum; and provided further that if a teacher holds a first-class certificate and has taught in the public schools of Maryland for a period of eight years he or she shall receive as a salary not less than \$450 per annum, and provided that if a teacher holds a second-class certificate and has taught

in the public schools of Maryland for a period of eight years he or she shall receive as a salary not less than \$350 per annum and the County Commissioners of the several Counties shall levy a sufficient amount to meet the increase of salaries provided for in this Act.

CERTIFICATION OF TEACHERS.

(Chapter 635, Acts of 1908).

122 E. Any graduate of the department of pedagogy, of any reputable college or university, maintaining a department of pedagogy that has been approved by the State Board of Education of Maryland, shall be entitled to teach in the public elementary or high schools of the State of Maryland without examination. The diploma of said graduate shall be rated as a first grade teachers' certificate and be subject to classification by the County Superintendent of the county in which said graduate may be employed to teach.

TEACHERS' PENSIONS.

(Chapter 605, Acts 1908).

Section 58. Whenever any person in this State has taught in any of the Public or Normal Schools thereof twenty-five years, and has reached the age of sixty years, and his or her record as such teacher has been without reproach, and by reason of physical or mental disability or infirmity is unable to teach longer, and who, moreover, is without the means of comfortable support, the said teacher may lay his or her case before the State Board of Education, supported in all cases by the recommendation of the Board of County School Commissioners of the county in which said teacher has last taught, and the said Board shall proceed to consider the same, and if the facts are found as above stated, the said teacher shall be placed on a list, a record of which shall be kept by the said Board, to be known as the Teachers' "Retired List," shall be on or before the first day of October of each and every year, certified to by said Board to the Comptroller of the Treasury of the State; and every person so placed upon said retired list shall be entitled to receive a pension from the State of two hundred dollars per annum, to be paid quarterly by the Treasurer of this State, upon the warrant of the Comptroller, so long as the said pensioner is without other means of comfortable support, provided that after October 1, 1907, any person whose name is placed on said list for the first time shall receive pay from the day of approval of application by the State Board of Education. That the sum of twenty-five thousand dollars per annum, or so much thereof as may be necessary, is hereby appropriated out of any moneys in the Treasury not otherwise appropriated to carry into effect the provisions of this Act.

WASHINGTON'S BIRTHDAY ANNIVERSARY.

Tuesday, February 22, 1910.

Exercises to be held in the afternoon.

SUGGESTIVE PROGRAM.

| | |
|--|------------------------|
| SCRIPTURE READING | Principal |
| SINGING—"Maryland, My Maryland" | The School |
| QUOTATIONS ABOUT WASHINGTON..... | Advanced Pupils |
| READING—"Ode for Washington's Birthday" | A Lady Patron |
| ESSAY—"Betsy Ross and the Flag" | Seventh Grade Pupil |
| SINGING—"Star-Spangled Banner" | The School |
| BIOGRAPHICAL SKETCH OF FRANCIS SCOTT KEY..... | A Pupil |
| RECITATIONS—"The Twenty-Second of February;" "My Country"; | |
| "The Vow of Washington," etc. | By Pupils |
| QUOTATIONS | Primary Pupils |
| ADDRESS ON WASHINGTON | By a Trustee or Patron |
| FLAG DRILLS. | |
| UNVEILING OF WASHINGTON'S PORTRAIT. | |
| RECITATIONS. | |
| SINGING—"Washington's Birthday" | The School |
| CLOSING REMARKS | The Principal |

THE TWENTY-SECOND OF FEBRUARY.

WILLIAM CULLEN BRYANT.

Pale is the February sky,
And brief the mid-day's sunny hours;
The wind-swept forest seems to sigh
For the sweet time of leaves and flowers.

Yet has no month a prouder day,
Not even when the summer broods
O'er meadows in their fresh array,
Or Autumn tints the glowing woods.

For this chill season now again
Brings, in its annual round, the morn
When, greatest of the sons of men,
Our glorious Washington was born!

Amid the wreck of thrones shall live,
Unmarred, undimmed, our hero's fame:
And years succeeding years shall give
Increase of honors to his name.

MY COUNTRY.

| | |
|--|---|
| I love my country's vine-clad hills | I love her rivers deep and wide, |
| Her thousand bright and gushing rills, | Those mighty streams that seaward glide |
| Her sunshine and her storms; | To seek the ocean's breast; |
| Her rough and rugged rocks that rear | Her smiling fields, her flowery dales, |
| Their hoary heads high in the air, | Her shady dells, her pleasant vales, |
| In wild, fantastic forms. | Abodes of peaceful rest. |

I love her forests dark and lone,
For there the wild bird's merry tone
I hear from morn to night;
And lovelier flowers are there, I ween,
Then e'er in eastern lands were seen,
In varied colors bright.

Her forests and her valleys fair,
Her flowers that scent the morning air,
All have their charms for me;
But more I love my country's name,
Those words that echo deathless fame,
The Land of Liberty!

WASHINGTON.

Where may the wearied eye repose
When gazing on the great,
Where neither guilty glory glows
Nor despicable state?
Yes,—one, the first, the last, the best,
The Cincinnatus of the West,
Whom envy dared not hate,
Bequeathed the name of Washington
To make men blush there was but one.

—Lord Byron.

QUOTATIONS.

Primary.

I love the name of Washington,
I love my country, too.
I love the flag, the dear old flag
Of red and white and blue.

THE VOW OF WASHINGTON.

The sword was sheathed; in April's sun
Lay green the fields by freedom won;
And severed sections weary of debates,
Joined hands and were United States.

Now felt the land in every part
The strong throb of a Nation's heart,
And its great leader gave with reverent awe
His pledge to union, liberty and law!

That pledge—the heavens above him heard:
That vow—the sleep of centuries stirred.
In world-wide wonder listening peoples bent
Their gaze on Freedom's great experiment.

Could it succeed? Of honor sold,
And hopes deceived all history told,
Above the wrecks that strewed the mournful past
Was the long dream of ages true at last?

Thank God! the peoples' choice was just,
The one man equal to his trust;
Wise beyond lore, and without weakness good,
Strong in the strength of flawless rectitude!

His rule of justice, order, peace,
Made possible the world's release;
Taught prince and serf that power is but a trust,
And rule alone, that serves the ruled is just.

Land of his love! with one glad voice
Let thy great sisterhood rejoice,
A century's suns o'er thee have risen and set,
And God be praised, we are one nation yet.

One people now, all doubt beyond,
His name shall be our Union bond;
We lift our hands to heaven and here and now
Take on our lips the old Centennial vow.

Then let the sovereign millions where
Our banner floats in sun and air,
From warm palm lands to Alaska's cold,
Repeat with us the pledge, a century old!

—John Greenleaf Whittier.

WASHINGTON'S GLORY.

'Tis splendid to live so grandly,
 That long after you are gone,
 The things you did are remembered,
 And recounted under the sun;
 To live so bravely and purely,
 That a nation stops on its way,
 And once a year, with banner and drum,
 Keeps its thought of your natal day.

'Tis splendid to have a record
 So white and free from stain
 That, held to the light, it shows no blot,
 Though tested and tried alain;
 That age to age forever
 Repeats its story of love,
 And your birthday lives in a nation's heart
 All other days above.

And this is Washington's glory,
 A steadfast soul and true,
 Who stood for his country's honor
 When his country's days were few.
 And now when his days are many,
 And its flag of stars is flung
 To the breeze in defiant challenge,
 His name is on every tongue.

Yes, it's splendid to live so bravely,
 To be so great and strong,
 That your memory is ever a tocsin
 To rally the foes of the wrong;
 To live so proudly and purely,
 That your people pause in their way,
 And year by year, with banner and drum,
 Keep the thought of your natal day.

—Margaret E. Sangster.

THE GOOD OLD TIMES.

When Washington was President
 He saw full many an icicle;
 But never on a railroad went,
 And never rode a bicycle.

He read by no electric lamp,
 Nor heard about the Yellowstone;
 He never licked a postage stamp,
 And never saw a telephone.

His trousers ended at the knees;
 By wire he could not send despatch;
 He filled his lamp with whale oil grease,
 And never had a match to scratch.

But in these days it's come to pass,
 All work is with such dashing done—
 We've all those things; but, then, alas!
 We seem to have no Washington.

WASHINGTON'S BIRTHDAY.

GEORGE HOWLAND.

(Air:—"America.")

| | |
|--|---|
| Welcome thou festal morn! Never be passed in scorn Thy rising sun; Thou day forever bright With freedom's holy light, That gave the world the sight Of Washington. | Unshaken 'mid the storm, Behold that noble form, That peerless one,— With his protecting hand, Like Freedom's angel, stand, The guardian of our land, Our Washington. |
|--|---|

Now the true patriot see,
The foremost of the free,
The vict'ry won;
In freedom's presence bow,
While sweetly smiling now,
She wreathes the spotless brow
Of Washington.

Then, with each comlng year,
Whenev'er shall appear
That natal sun;
Will we attest the worth
Of one true man to earth,
And celebrate the birth
Of Washington.

Traced there in lines of light,
Where all pure rays unite,
Obscured by none;
Brightest on history's page,
Of any clime or age,
As chieftain, man, and sage,
Stands Washington.

Name at which tyrants pale,
And their proud legions quail,
Their boasting done;
While Freedom lifts her head,
No longer filled with dread,
Her sons to vict'ry led
By Washington.

—Michigan Special Day Program.

QUOTATIONS ABOUT WASHINGTON.

Washington, whose sword was never drawn but in the cause of his country, and never sheathed when wielded in his country's cause!—*John Quincy Adams*.

As long as human hearts shall anywhere pant, or human tongues anywhere plead, for a true, rational, constitutional liberty, those hearts shall enshrine the memory, those tongues prolong the fame of George Washington!—*Robert C. Winthrop*.

A great and venerated character like that of Washington, which commands the respect of an entire population, however divided on other questions, is not an isolated fact in history, to be regarded with barren admiration—it is a dispensation of Providence for the good of mankind—*Savage*.

His mind was great and powerful, without being of the very first order; his penetration strong, though not so acute as that of a Newton, Bacon, or Locke; and as far as he saw, no judgment was ever sounder.—*Thomas Jefferson*.

Washington is the purest figure in human history.—*W. E. Gladstone*.

"Until time shall be no more will a test of the progress which our race has made in Wisdom and Virtue be derived from the veneration paid to the immortal name of Washington!"—*Lord Brougham*.

"Illustrious Man, before whom all borrowed greatness sinks into significance."—*Charles James Fox*.

If, among all the pedestals supplied by history for public characters of extraordinary nobility and purity, I saw one higher than all the rest, and if I were required at a moment's notice to name the fittest occupant for it, I think my choice at any time during the last forty-five years, would have lighted, and it would now light, upon Washington.—*Gladstone*.

His integrity was most pure; his justice the most inflexible I have ever known; no motive of interest or consanguinity, of friendship or hatred, being able to bias his decision. He was, indeed, in every sense of the word, a wise, a good, and a great man. Washington's fame will go on increasing until the brightest constellation in yonder heavens is called by his name.—*Thomas Jefferson*.

America has furnished to the world the character of Washington. If our institutions had done nothing else, that alone would have entitled them to the respect of mank'nd.—*Webster*.

ODE FOR WASHINGTON'S BIRTHDAY.

OLIVER WENDELL HOLMES.

Welcome to the day returning,
 Dearer still as ages flow,
 While the torch of faith is burning,
 Long as freedom's altars glow!
 See the hero whom it gave us
 Slumbering on a mother's breast.
 For the arm he stretched to save us,
 Be its morn forever blest.

Hear the tale of youthful glory.
 While of Britain's rescued band
 Friend and foe repeat the story,
 Sprad its fame o'er sea and land,
 Where the red cross fondly streaming,
 Flaps above the frigate's deck,
 Where the golden lilles, gleaming,
 Star the watchtowrs of Quebec.

Look! the shadow on the dial,
 Marks the hour of deadlier strife;
 Days of terror, years of trial,
 Scourge a nation into life.
 Lo, the youth, become her leader!
 All her baffled tyrants yield;
 Through his arms the Lord hath freed her;
 Crown him on the tented field!

Vain is Empire's mad temptation,
 Not for him an earthly crown!
 He whose sword has freed a nation,
 Strikes the offered sceptre down.
 See the throneless conqueror seated,
 Ruler by a peoples' choice;
 See the Patriot's task completed;
 Hear the Father's dying voice,—

"By the name that you inherit,
 By the suff'ring you recall,
 Cherish the fraternal spirit;
 Love your country first of all!
 Listen not to idle questions
 If its bands may be untied;
 Doubt the patriot whose suggestions
 Strive a nation to divide!"

Father! we whose ears have tingled
 With the discord notes of shame,
 We, whose sires their blood have mingled
 In the battle's thunder flame,
 Gath'ring while this holy morning
 Lights the land from sea to sea.—
 Hear thy counsel, heed thy warning;
 Trust us, while we honor thee!

(Music for this can be found in Riverside Song Book.)

ARBOR DAY ANNIVERSARY.

To be held on some day in April, 1910, to be selected by the Governor.

SUGGESTIVE PROGRAM.

| | |
|---|--------------------|
| SCRIPTURE READING | The Principal |
| SINGING—"America" | The School |
| MEMORY GEMS FOR ARBOR DAY | By the Pupils |
| SHORT SELECTIONS FOR RECITATIONS. | |
| SONG—"Arbor Day" | The School |
| READING—"The Land of the Evergreens" | By a Trustee |
| "Which Shall It Be?" | By Four Jolly Boys |
| OTHER RECITATIONS | |
| ESSAY—"History of Arbor Day" | By a Pupil |
| PLANTING EXERCISES. | |
| SONG—"Arbor Day Tree" | The School |
| INSPECTION OF GROUNDS AND THE SCHOOL EXHIBIT. | |
| PARENTS' MEETING. | |

FATHER OF ARBOR DAY.

To Hon. J. Sterling Morton belongs the honor of being the father of Arbor Day. Since his death, which occurred on April 27, 1902, the State of Nebraska has organized and sustained an Arbor Day Memorial Association to carry out the expressed wishes of Mr. Morton, who was at one time Governor of Nebraska, and the Secretary of Agriculture in ex-President Cleveland's Cabinet. It was at the annual meeting of the Nebraska State Board of Agriculture, held in Lincoln, Nebraska, January 4, 1872, that Mr. Morton offered a resolution setting apart April 10 to be devoted to tree planting. The idea met with public approval and each State and Territory of the Union now observes Arbor Day, which is the outgrowth of that resolution.

Since the first observance of Arbor Day, Nebraska has caused to be planted millions of trees, and former treeless wastes are now covered with small forests and beautiful groves. These are more lasting monuments than any shaft of marble which his friends have erected in his honor.

SOME SUGGESTIONS FOR THE OBSERVANCE OF ARBOR DAY.

There is a healthy sentiment in favor of school-ground comfort and adornment. This public feeling has been greatly aroused and increased since the provision by law for Arbor Day, until now there is a general observance of the day throughout this and other countries. Its primary object was to plant trees on public grounds and highways and to instill into

the young minds of the school-room a sentiment against the wanton waste which has been going on for decades in our forest regions. The movement has been fruitful in results, and has resulted in a national organization whose controlling aim is to preserve our forests "from the hands of the spoiler." The individual States are also organizing departments of forestry, and there are encouraging signs that the spirit of commercialism as pertaining to the trees of our forests will at least be checked in its destructive policy.

The school exercises on this anniversary should not disregard this element of the campaign in favor of the preservation of our trees, and much can be done to educate public opinion in its favor. In addition to the ordinary literary exercises, the occasion is more interesting if one or more trees are planted. Should some other time of the month or year be more suitable for the planting of trees it should be done then while the exercises appropriate to the occasion may be deferred until Arbor Day. It is almost useless to plant trees where they cannot grow. Some intelligence must be exercised in the choice of place for planting and in the selection of some hardy tree which when grown will be ornamental or possess the necessary elements of a good shade tree. Pupils should be requested to make inquiries and investigations from authorities along this line and take charge of the tree and shrubbery planting.

If the school-ground has not already been laid off into walks and plots, it should be so arranged after having several drawings submitted by pupils. In all planting ceremonies the pupils should take part, and the trees planted should be commemorative of noted persons or events. There has been much impulsive and careless planting of trees, and as a result they would die before the opening of schools in September; and even the ones which did not die have been left to fight their battles for existence unaided. The teacher must look after the trees through a committee of boys appointed to assist in the matter. These boys may be permitted to name one of the trees as an incentive to care for all until the young trees at least "get through their second summer." Every teacher should send to the Department of Agriculture at Washington and procure the bulletin on how to plant trees.

If the school-ground is not inclosed, and a fence is desirable or necessary for the protection of the school lot, there should be a general discussion of ways and means for providing one. It will add much interest if each class can be assigned a square of ground to be known as Grade No.—square, in which shrubbery, flowers and seeds may be planted and cared for by the pupils of the particular grade. This will bring the school and farm into a closer relation, and will prove a most effective way to demonstrate the theories of agriculture which are learned in the text-book.

Arbor Day should regard the interior of the school-room as well as the exterior surroundings. If the walls are not white and attractive in appearance, they should be made so. Each window should have a curtain that draws down from the top; over the lower sash there should be a

dainty muslin curtain to slide on horizontal bars, which will soften the glaring light and will give an air of cozy comfort to the room. There should be at least a few pictures of noted people hanging on the walls, and several appropriate pictures of smaller size. There should be a hard-wood book-case, with glass doors, in which the library books are kept. There should be on each anniversary occasion a special display of the best work of pupils. Then as a fit climax to the day's work there should be a meeting of the parents for interchange of views concerning school work and how best to co-operate with the teacher in making the school the factor in community life which it should be.

ARBOR DAY SCRIPTURE READING.

Teacher:—

Praise ye the Lord. Praise ye the Lord from the heavens: praise Him from the heights.

School:—

Praise the Lord from the earth. Fire and hail, snow and vapor, stormy wind fulfilling His word. Mountains and all hills; fruitful trees and all cedars.

Teacher:—

Let them praise the name of the Lord, for His name alone is excellent; His glory is above the earth and heaven.

School:—

The trees of the Lord are full of sap, the trees of Lebanon which he planted where the birds made their nests; as for the stork, the fir trees are her house.

Teacher:—

Thus saith the Lord God: "I will also take the highest branch of the high cedar, and will set it; I will crop off from the top of his young twigs a tender one, and will plant it upon a high mountain and eminent."

School:—

In the mountains of the height of Israel will I plant it; and it shall bring forth boughs and bear fruit and be a goodly cedar; and under it shall dwell all fowl of every wing; in the shadow of the branches thereof shall they dwell.

Teacher:—

And all the trees of the field shall know that I, the Lord, have brought down the high tree, exalted the low tree, have dried up the green tree, and have made the dry tree to flourish: I, the Lord, have spoken and done it.

School:—

And now also the axe is laid upon the root of the trees; therefore every tree which bringeth forth not good fruit is hewn down and cast into the fire.

NOTE:—Let the responses for school be written on the board in large enough characters for all to see.

THE GLADNESS OF NATURE.

Is this a time to be cloudy and sad,
When our mother Nature laughs around;
When even the deep blue heavens look glad,
And gladness breathes from the blossoming ground?

There are notes of joy from the hang-bird and wren,
And the gossip of swallows through all the sky;
The ground-squirrel gayly chirps by his den,
And the wilding bee hums merrily by.

The clouds are at play in the azure space,
And their shadows at play on the bright green vale,
And there they stretch to the frolic chase,
And there they roll on the easy gale.

There's a dance of leaves in that aspen bower,
There's a titter of winds in that beechen tree,
There's a smile on the fruit, and a smile on the flower,
And a laugh from the brook that runs to the sea.

And look at the broad-faced sun, how he smiles
On the dewey earth that smiles in his ray
On the leaping waters and gay young isles;
Ay, look, and he'll smile thy gloom away.

—William Cullen Bryant.

MEMORY GEMS FOR ARBOR DAY.

The year's at the spring,
The day's at the morn,
The morn's at seven,
The hillside's dew-pearled;
The lark's on the wing,
The snail's on the thorn,
God's in His heaven,
All's right with the world.—Browning.

And Nature, the old nurse, took
The child upon her knee,
Saying: "Here is a story book
Thy Father has written for thee,"
"Come wander with me," she said,
"Into regions yet untrod;
And read what is still unread
In the manuscripts of God."—Longfellow.

They'll come again to the apple tree—
Robin and all the rest—
When the orchard branches are fair to see,
In the snow of blossoms dressed,
And the prettiest thing in the world will be
The building of the nest.—Mrs. M. E. Sangster.

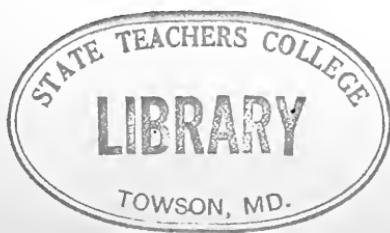
Sweet bird: thy bower is ever green,
Thy sky is ever clear;
Thou hast no sorrow in thy song,
No winter in thy year.—John Logan.

Winged lute that we call a bluebird, you blend in a silver strain
The sound of the laughing water, the platter of spring's sweet rain,
The voice of the winds, the sunshine, the fragrance of blossoming things,
Oh, you are an April poem, that God has dowered with wings.

—E. E. Rexford.

O thrush, your song is passing sweet,
But never a song that you have sung
Is half as sweet as thrushes sang
When my dear love and I were young.

—Wm. Morris.



Crocus heard a tapping, tapping,
 As of some one gently rapping,
 And she raised her head to see
 Who her visitor might be.
 Robin stood there singing, singing,
 Of the joys the hours were bringing,
 Crocus called to him "Good day,"
 Said she hoped he'd come to stay.
 Overheard a drumming, drumming,
 Said that spring was surely coming,
 So Crocus cried, "Come, birdies, for
 You'll find me waiting by my door."—Primary Teacher.

Now rings the woodland loud and long,
 The distance takes a lovelier hue,
 And drowned in yonder living blue
 The lark becomes a sightless song.

—Tennyson—In Memoriam.

The robin, the forerunner of the spring,
 The blue-bird with his jocund caroling,
 The restless swallows building in the eaves,
 The golden buttercups, the grass, the leaves,
 The lilacs tossing in the winds of May,
 All welcome this majestic holiday.—Longfellow

He who plants a tree,
 He plants love;
 Tents of coolness spreading out above
 Wayfarers, he may not live to see.
 Gifts that grow are best;
 Hands that bless are blest,
 Plant; life does the rest.
 Heaven and earth helps him who plants a tree,
 And his work its own reward shall be.—Lucy Larcom.

Heigh ho! daisies and buttercups,
 Fair yellow daffodils, stately and tall!
 When the wind wakes how they rock in the grasses,
 And his work its own reward shall be.—Lucy Larcom.

There was never mystery
 But 'tis figured in the flowers;
 Was never secret history
 But birds tell it in the bowers.—Emerson.

Give fools their gold and knaves their power;
 Let fortune's bubbles rise and fall;
 Who sows a field or trains a flower,
 Or plants a tree, is more than all.—Whittier.

ARBOR DAY.

BY SEYMORE S. SHORT.

(Air: "My Maryland.")

| | |
|--------------------------------------|--|
| Again we come this day to greet, | Bring forth the trees. Prepare the earth |
| Arbor Day, sweet Arbor Day, | For Arbor Day, sweet Arbor Day, |
| With willing hands and nimble feet, | With song we celebrate the birth |
| Arbor Day, sweet Arbor Day. | Of Arbor Day, sweet Arbor Day. |
| No sweeter theme our time can claim, | And when our joyful task is done, |
| No grander deed points us to fame, | And we our meed of praise have won, |
| No day more proud than this we name, | The glorious works but just begun, |
| Arbor Day, dear Arbor Day. | For Arbor Day, dear Arbor Day. |

THE WIND.

ROBERT LOUIS STEVENSON.

I saw you toss the kites on high
 And blow the birds across the sky;
 And all around I heard you pass,
 Like ladies' skirts across the grass—
 O wind, a-blowing all day long!
 O wind, that sings so loud a song!

I saw the different things you did,
 But always you yourself you hid
 I felt you push, I heard you call,
 I could not see yourself at all—
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

O you that are so strong and cold,
 O blower, are you young or old?
 Are you a beast of field and tree,
 Or just a stronger child than me?
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

THE FIRST SWALLOW.

The gorse is yellow on the heath;
 The banks with speedwell flowers are gay;
 The oaks are budding, and beneath,
 The hawthorn soon will bear the wreath,
 The silver wreath of May.

The welcome guest of settled spring,
 The swallow, too, is come at last;
 Just at sunset, when thrushes sing,
 I saw her dash with rapid wing,
 And hail'd her as she past.

Come, summer visitant, attach
 To my reed roof your nest of clay,
 And let my ear your music catch,
 Low twittering underneath the thatch,
 At the gray dawn of day.

—C. Smith.

THE FOUR LEAF CLOVER.

I know a place where the sun is like gold,
 And the cherry blooms burst like snow;
 And down underneath is the loveliest nook,
 Where the four-leaf clovers grow.

One leaf is for faith, and one is for hope,
 And one is for love, you know;
 And God put another one for luck—
 If you search, you will find where they grow.

But you must have faith and you must have hope,
 You must love and be strong, and so
 If you work, if you wait, you will find the place
 Where the four-leaf clovers grow.—Selected.

THE PARROT.

A True Story.

The deep affections of the breast
 That Heaven to living things imparts,
 Are not exclusively possess'd
 By human hearts.

A Parrot, from the Spanish main,
Full young and early caged came o'er,
With bright wings, to bleak domain
Of Mulla's shore.

To spicy groves where he had won
His plumage of resplendent hue.
His native fruits, and skies, and sun,
He bade adieu.

For these he changed the smoke of turf,
A heathery land and misty sky,
And turned on rocks and raging surf
His golden eye.

But petted in our climate cold,
He lived and chatter'd many a day:
Until with age, from green and gold
His wings grew gray.

At last when blind, and seeming dumb,
He scolded, laugh'd, and spoke no more,
A Spanish stranger chanced to come
To Mulla's shore;

He hail'd the bird in Spanish speech,
The bird in Spanish replied;
Flapp'd round the cage with joyous screech,
Dropt down, and died.—T. Campbell.

TO DAFFODILS.

Fair Daffodils, we weep to see
You haste away so soon:
As yet the early-rising sun
Has not attain'd his noon.
Stay, stay,
Until the hastening day
Has run
But to the even-song;
And, having pray'd together, we
Will go with you along.

We have short time to stay, as you,
We have as short a Spring;
As quick a growth to meet decay
As you, or any thing.
We die,
As your hours do, and dry
Away
Like to the Summer's rain;
Or as the pearls of morning's dew
Ne'er to be found again.

—Robert Herrick.

DAISIES.

At evening when I go to bed
I see the stars shine overhead;
They are the little daisies white
That dot the meadow of the Night.

And often while I'm dreaming so,
Across the sky the Moon will go;
It is a lady, sweet and fair,
Who comes to gather daisies there.

For when at morning I arise,
There's not a star left in the skies;
She's picked them all and dropped them down
Into the meadows of the town.

—Frank Dempster Sherman.

THE LAND OF THE EVERGREENS.

An Appeal to the Citizens of the Maryland, Delaware and Virginia Peninsula—familiarly known as "The Eastern Shore."

A section of country is often very much helped by having some short phrase, descriptive of the country, become a popular phrase, for exam'l'. "The Sunny South," and "The Land of the Sky," as applied to certain por-

tions of North Carolina. It seems to me that if the citizens of the lower portions of Delaware and of the Eastern Shores of Maryland and Virginia could refer to their section as "The Land of the Evergreens" it would be most helpful in many ways. This phrase could be printed on picture postals of views in this section and also upon the catalogues of the real estate dealers and in other places. Besides attracting new comers to this section it would tend to make the citizens of the section come to appreciate more and more the value of their evergreens, which have become almost extinct along the Atlantic seaboard north of Seaford, Delaware. I do not believe that our people generally understand this. I well remember when I put no particular value upon evergreens, thinking that they must be as plentiful everywhere as in the vicinity of Pocomoke, my native place. Now they are only plentiful, as a rule, in certain inaccessible places which the traveling public do not see. An effort is now being made in many places elsewhere to restore these evergreens somewhat by the planting of the ornamental sorts in the city parks in little clusters so as to form little evergreen groves. I know that the evergreen is a warm tree in summer and harbors insects and is not considered an attractive shade tree for some yards. The case, however, is very different where the yard is large. I should like to suggest that some evergreen trees be set out in the corners and along the fence lines of our public schools. It would much improve the appearance of these grounds in winter when we need such things to cheer us up. Our greatest delight comes through the eye and not through the palate or the ear as most people seem to think. The most beautiful sections of the Eastern Shore in winter are those where evergreens are plentiful and nearby and the unattractive sections are those where the view is extended and prairie-like. I regret that so many of our country people seem to think they are improving their farms by cutting what they call openings in order to see and to be seen. Many such openings which I can recall have in my opinion materially lessened the beauty value and the money value also of these farms. Many foreigners, appreciating the beauty of evergreens, especially along the fence lines, plant these trees freely along the fence lines, not begrudging the few feet of soil which some of these evergreens are said to exhaust. When I was visiting your section in December last I was pained to see so many boxes of holly at the railroad stations, knowing that many holly trees had to be cut down or ruined for the above purpose. I moreover saw along the line of the railroad in Virginia many large holly trees which had lately been cut down completely for shipment as above. If there should be any shipment of holly at all it should be from trees far back in the woods which would likely not be seen by many people. We cannot afford to destroy holly along our roadways. Your law has been strict for years against the shipment of game from your section. Personally I would far rather see your game killed than your evergreen trees cut down. Let us realize now the danger of our evergreen woods soon becoming exterminated and try to stop the waste by using as above some such phrase as "The Land of the Ever-

greens." This will at least create a favorable sentiment in the minds of the coming generations. Many of our present generation and many who have preceded us have unconsciously been tree murderers. May the time quickly come to our section, as it long ago came to many sections in Europe, when we shall dearly love our trees and especially our evergreens and will be able to cut them with such discretion as to perpetuate rather than destroy our woods as we so often do now. Especially should we preserve fine specimens of trees along the lines of our h'ghways and watercourses where they can be easily seen and enjoyed. We should also fully appreciate the purpose of Arbor Day and encourage its successful observance.

So many of us have lately been startled to learn for the first time, through official and reliable sources, that many of the once most heavily wooded and most attractive sections of the earth have within the past century or so been seriously injured, and in several notable cases rendered practically uninhabitable, by this thoughtless destruction of the woods. In this long list of places so injured are the site of the Garden of Eden, the Holy Land of Palestine, much of China and Italy and much of our United States, especially along the railroads and watercourses, and nearly all of the Pacific slope, once the home of the so-called "big trees."

It is clearly our duty to see that such a sad fate does not come to our native land, our beloved Eastern Shore, our Land of the Evergreens.

Sincerely,

JOHN S. McMASTER,

March, 1909.

1 Exchange Place, Jersey City, N. J.

AN ARBOR DAY TREE.

(Air: "Columbia, the Gem of the Ocean.")
 The tree we are plantnig on this day
 Is chosen with tenderest care;
 May beauty adorn it, hereafter,
 And clothe it with usefulness rare.
 May green leaves appearing each springtime
 Be leaves of a fair book of fame,
 And spread to the breezes the story
 Extolling the new-given name.

The tree is an emblem of greatness.
 As springing from one tiny seed,
 It mounts ever upward and onward,
 An emblem of greatness, indeed!
 The birds sing its praises to others,
 The winds carry swiftly the tale
 The tree is the monarch of forest,
 Of hill, valley, greenwood, and dale.

—Florida Arbor Day Annual.

WHICH SHALL IT BE?

FOR FOUR JOLLY BOYS.

First—

If we are all to choose and say
 What trees we'd like to plant to-day,
 Seems to me none can be
 Half so good as a Christmas tree!
 For surely even a baby knows
 That's where the neatest candy grows.
 Candy on a Christmas tree.
 That's what pleases me!

Second—

Planted out, 'twould never bear—
 But, after all, why should we care?
 The richest thing is what we bring
 From sugar maples in the spring;
 So now I'll set a maple here,
 For feast and frolic every year.
 Sugar from a maple tree,
 That's what pleases me!

Third—

Sweets are good most any day,
But as for trees, I'm bound to say,
A shag-bark tall is best of all,
When once the nuts begin to fall;
And so a hickory tree I'll set,
And piles of fun and nuts I'll get
Nuts from a hickory tree,
That's what pleases me!

Fourth—

I shall plant an apple tree,
That's the best of all for me;
And each kind to suit my mind,
On this one with grafts I'll bind,
Ripe or green the whole year through,
Pie or dumpling, bake or stew.
Every way I like them best,
And I'll treat the rest!

—*Youth's Companion.***TO BLOSSOMS.**

Fair pledges of a fruitful tree,
Why do ye fall so fast?
Your date is not so past,
But you may stay yet here a while
To blush and gently smile,
And go at last.

What, were ye born to be
An hour or half's delight,
And so to bid good-night?
'Twas pity Nature brought ye forth
Merely to show your worth,
And lose you quite.

But you are lovely leaves, where we
May read how soon things have
Their end, though ne'er so brave:
And after they have shown their pride
Like you, a while, they glide
Into the grave.

—R. Herrick.

A LESSON.

There is a flower, the Lesser Celandine,
That shrinks like many more from cold and rain,
And the first moment that the sun may shine,
Bright as the sun himself, 'tis out again!

When hailstones have been falling, swarm on swarm
Or blasts the green field and the trees distrest,
Oft have I seen it muffled up from harm
In close self-shelter, like a thing at rest.

But lately, one rough day, this flower I past,
And recognized it, though an alter'd form,
Now standing forth an offering to the blast,
And buffeted at will by rain and storm.

I stopp'd and said, with inly-mutter'd voice,
"It doth not love the shower, nor seek the cold;
This neither is its courage nor its choice,
But its necessity in being old."

"The sunshire may not cheer it, nor the dew;
It cannot help itself in its decay;
Stiff in its members, wither'd changed of hue,"
And, in my spleen, I smiled that it was gray.

To be a prodigal's favorite—then, worse truth,
A miser's pensioner—behold our lot!
O Man! that from thy fair and shining youth
Age might but take the things Youth needed not!

—W. Wordsworth.

FLOWERS WITHOUT FRUIT.

Prune thou thy words; the thoughts control
That o'er thee swell and throng:—
They will condense within thy soul,
And change to purpose strong.

But he who lets his feelings run
 In soft luxurious flow,
 Shrinks when hard service must be done,
 And faints at every woe.
 Faith's meanest deed more favor bears,
 Where hearts and wills are weigh'd,
 Than brightest transports, choicest prayers,
 Which bloom their hour, and fade. —J. H. Newman.

THE ECHOING GREEN.

| | |
|--|--|
| The sun does arise And make happy the skies; The merry bells ring To welcome the spring; The skylark and thrush, The birds of the bush, Sing louder around To the bells' cheerful sound; While our sports shall be seen On the echoing green. | And soon they all say, "Such, such were the joys— When we all—girls and boys— In our youth-time were seen On the echoing green." |
| Old John, with white hair, Does laugh away care, Sitting under the oak, Among the old folk. They laugh at our play. | Till the little ones, weary, No more can be merry; The sun does descend, And our sports have an end. Round the laps of their mothers Many sisters and brothers Like birds in their nest, Are ready for rest, And sport no more seen On the darkening green. |

—W. Blake.

UNDER THE WASHINGTON ELM, CAMBRIDGE.

Eighty years have passed, and more,
 Since under the brave old tree
 Our fathers gathered in arms, and swore
 They would follow the sign their banners bore,
 And fight till the land was free.

Half of their work was done,
 Half is left to do,—
 Cambridge, and Concord, and Lexington,
 When the battle is fought and won,
 What shall be told of you?

Hark.—tis the south-wind moans—
 Who are the martyrs down?
 Ah, the marrow was true in your children's bones
 That sprinkled with blood the cursed stones
 Of the murder-haunted town.

What if the storm-clouds blow?
 What if the green leaves fall?
 Better the crushing tempest's throes
 Than the army of worms that gnawed below;
 Trample them out one and all.

Then, when the battle is won,
 And the land from traitors free,
 Our children shall tell of the strife begun
 When Liberty's second April sun
 Was bright on our brave old tree.

—Oliver Wendell Holmes.

TRUE GROWTH.

It is not growing like a tree
 In bulk, doth make Man better be;
 Or standing long an oak, three hundred year,
 To fall a log at last, dry, bald, and sere:
 A lily of a day
 Is fairer far in May,
 Although it fall and die that night—
 It was the plant and flower of Light!
 In small proportions we just beauties see;
 And in short measures life may perfect be.

—B. Jonson.

ARBOR DAY SONG.

Deep in the rich brown earth today,
 The roots of a maple tree we'll lay
 With tenderness and care.
 Each tiny root that we can trace,
 To it we'll give its share of space,
 And over them the rich soil place
 To keep them safely there.

CHORUS—Then come with hearts all filled with glee,
 Come sing your little songs of mirth,
 Come to the place of fresh dug earth
 And let us plant the maple tree.

O fair young tree we hope you'll live,
 And to each one your blessing give,
 O tree of all our love!
 Then grow and raise your branches high,
 And let them in the clouds draw nigh,
 And send their praises to the sky
 To Him, our God above.

In later years for us you'll do
 Great service, and for others too
 A benefit you'll be.
 Within your shade we'll love to rest,
 While with the birds' sweet songs we're blest,
 And thank our God who still does best
 Care for our maple tree.

—L. E. Hughes, Maryland State Normal School.

ARBOR DAY.

There is a message true and sweet,
 In nature's works with which we meet.
 For Spring in all her verdant glory,
 Tells to each a different story.

Each little flow'r beside the way
 Has made faint hearts seem light and gay.
 The warm sunshine and budding grass
 Gives life to every lad and lass.

Not only flow'rs, but tree or vine
 Remind us of the power divine.
 Their shade and beauty seem to say :
 You, like us, make glad the day.

Since you enjoy what others have done,
 So try to brighten those to come.
 Do not be selfish—up !—awake !
 Plaut tree or shrub 'for others' sake.

—Clarine Fletchall, Maryland State Normal School.

READING.

GENERAL DIRECTIONS TO TEACHERS.

Reading is the most wide-reaching acquisition made by the child in school. No agency is capable of becoming so effective under wise teaching, for at once disciplining and informing the pupil's mind. No study, then, deserves more careful consideration or demands more, carefully elaborated plans than this. For in actuality no other study, when unwisely presented, more widely and effectively conduces to bad mental habits.

It must begin, and at every point proceed, on the basis of vigorous, genuine thinking on the part of the child, and the life of such thinking is constant, clear, vivid imaging. The reality and character of such imaging, the teacher should unfailingly put to the proof in some way—by questioning, by requiring drawing or construction, by dramatization or other form of expression.

SUGGESTIONS.

1. The reading matter must be chosen with wise discrimination as to its adaptation to the intelligence of the pupils, to their taste and effort alike in thought, in spirit, in phraseology.
2. Close alliance must be kept between the reading matter and the active interests of the pupils, between it and other studies, seasonal changes, attractive elements of environment, experiences, etc.,—that is, if the books contain selections bearing in a clear, stimulating way on the current work in history, geography, or science, or on out-door phenomena, such selections should be sought out and studied, where and when the association is close and suggestive. Material for Thanksgiving, Christmas, and other special days may thus be accumulated; information on places and people may be brought together when most needed. This is meant to correct the mechanical use of the reader, by which the selections are taken in order with no reference to bearing on strong general interests. (Read 4 carefully).
3. The material chosen for the reading period should, as a rule, be from the "literature of power"—writings that by reason of their purity, beauty, and spiritual strength have become classic.
4. Supplementary reading should be thought of and treated not simply as increasing the bulk of reading matter and exercise in the process of reading—for this may perfect mechanical skill at the expense of the disposition and power to image—but rather (a) as enlarging the range of selections for the regular exercise and (b) as furnishing a fund from which to draw in enlarging and enriching the various studies of the course—history, geography, literature, science. Material of the first sort should be in sets of books, sufficient in number to furnish each one of the class a

copy and, like the regular reading matter, classic literature, as a rule. This should work in with the text-books, to give specific selections where and when needed. (See 2). The second sort may better be in single books or in smaller sets—books of travel, of description of industries and manufacturing processes, of science, of history and biography, of good fiction, especially historical fiction. These are to be read for information on the topics in hand, either in preparation for the recitation or in the recitation on the subject concerned, pupils selected beforehand reading to the class. The power to read is thus applied to a clearly perceived end, with sharply defined, immediate motive, and with close and strong association. This is quite important, if not essential, to thought getting and to organizing what is got for remembrance and use.

5. Above the primary grades, the assignment of work must be made in such a way as to make a definite presentation of things to be accomplished:

- (a) Words to be looked up for pronunciation or meaning.
- (b) Allusions to be explained.
- (c) Questions of fact to be verified, by observation, reading, inquiry, or study.
- (d) Questions to be thought of and answered, bearing either on the meaning of more subtle or difficult portions, or on motives of characters where these bear on the general thought.
- (e) Maps or diagrams or illustrative drawings to be examined or made, and perhaps placed on the blackboard by one or more of the class, for reference during the reading.
- (f) Reviews of other studies or elements of the selection in hand needed to give the setting or connection.

6. No text-book in reading which is not in itself a literary whole, is to be taken selection after selection, in the order of the book. But rather the contents of all readers should be analyzed, and tabulated or indexed together, and the selections assigned when and where they respectively have a clear and significant bearing (See and re-read 2 and 4).

7. The voice should receive attention from the first, and all proper effort made to help the pupil to control and improve it for expressing thought—his own or the author's read. Drills for enunciation and articulation will be needed in every grade. These are to be given on words listed because so difficult as to need special attention and on words on which the pupils are found to fail of good pronunciation. Drill should be had on groups of words, to master difficult combinations and to secure smoothness. In pronunciation make more of pitch of tone than of stress to indicate accent; thus (slowly) *accentuate*; or *arbitration*. This enables the pupil to be very deliberate and distribute his effort so as to give each syllable its full value. The first few minutes of each recitation may well be given to a vigorous exercise along these lines, especially on words occurring in the immediate lesson.

8. The voice is the instrument of thought and emotion. Clear, sharp imagination is essential to either. This makes concrete presentation and

motor expression important; hence, in every grade selections appropriate should be acted out, that is, be given pantomimic and dramatic representation.

FIRST YEAR GRADE.

AIMS IN READING.

1. To have the pupils, *from the beginning*, weld firmly together the thought and the word or the sentence by which it is expressed. It is of the utmost importance that accurate and clear mental pictures be formed by the pupils as they read. To this end it is imperative that the reading material be interesting.

2. To lead the pupils to express the thought in clear, distinct tones, adapted to express the sentiment or the character represented as speaking, and in easy, natural, vivacious manner,—as if they *were* thoughts, *their* thoughts.

3. To help the pupils become independent readers by giving them such instruction and training in the sounds of letters and groups of letters, in phonogram work, and in other forms of word-building, as will enable them to make out for themselves the new words in their lessons. This method will build into the character of the pupil the habit of self-helpfulness and self-reliance.

Sources of Material for Reading Lessons.

1. Room-management.
2. Games and Plays.
3. Stories given to children in literature.
4. Nature Study.

General Method of Presenting these Lessons.

The first lessons in reading should be given independently of any book, and be presented in writing on the blackboard. In these lessons, the writing should be large, clear, vertical script, swiftly executed in order not to lose the interest and zest of the thought.

1. *Room-Management.* After a direction as, "stand," is given orally to the pupils at a certain time each day for a few days, the teacher, instead of saying *stand*, writes the direction upon the blackboard and tells the pupils to do what the crayon directs. The teacher may have to tell what the crayon says the first time the word is written and perhaps several times. Gradually let other oral directions give place to the written form.

2. *Games.* The pupils learn to play a quiet game by following the spoken direction of the teacher. After they can play the game well from the spoken direction, the written direction is substituted.

It is often well for the teacher to base the game on a subject in which the pupils are especially interested at the time, the pupils play such a game, say, as The Wind and the Leaves.

Material needed: Leaves of red, yellow, brown, and green with a pin

fastened into the stem of each. After the pupils learn to play the game with ease, if they thoroughly enjoy it, write upon the blackboard, instead of giving orally, the directions for playing the game, viz.:

You may be a yellow leaf, May.

Choose your leaf. (The yellow leaf is pinned upon her dress.)

You may be a brown leaf, Earl.

Choose your leaf, etc.

The teacher takes the part of the wind and writes upon the blackboard:

Come yellow leaf.

Come green leaf, etc.

The "leaves" go to the front as called. Then the teacher writes upon the blackboard a direction for all to follow. *Dance in the wind.* The "leaves" flit about the room (on their toes) like leaves in a breeze.

3. Literature. When literature forms the basis of the reading lessons, the pupils take the parts of the people, animals or plants represented in the story as talking. They say what the character in the story says, looking to the blackboard for the exact words. From the story of "Red Riding Hood" we have the following conversation between the mother and child:

"Come Red Riding Hood." "Yes, mother."

"Your grandmother is sick. You may go to see her."

"Where is your red cloak?" "Here it is, mother."

"Where is your basket?" "Here it is, mother."

"Here is some cake. Here is a glass of jelly."

"Good-by, my little girl." "Good-by, mother."

Such parts of a story, and such stories, as do not lend themselves to the form of conversation, may be recalled by the pupils under the teacher's unobtrusive guidance, in brief sentences giving the strong, simple lines of the story. It is of importance that the pupils feel that these sentences are theirs, the story of their telling. In this work abundant opportunity will offer to recall the livelier and more valuable phraseology of the classic used and work it into the vocabulary of the pupils, to a large extent. If the teacher can command the use of a hectograph, sets of papers may be made, and used in the class. Sometimes the pupils should be given each a copy to take home to read to mamma; or if successive sections are used, the several sheets may be made into books containing the whole story.

4. Nature Study. When based upon the Nature Study the teacher may write, for example, the names of spring flowers in blossom at the time of writing, the pupils giving the names, and reading the lists later.

Or the teacher writes guessing games upon the blackboard, for example:

I am not large. I have four legs. I have a fur coat. I have short ears. I have sharp eyes. I have a bushy tail. I run up trees. I eat nuts. What am I?

After having much board work, the pupils should have printed lessons

on large sheets of manila paper or card-board, before the use of the books. Small printing outfits are sold cheap now—from \$1.50 up—so that every school can afford one. The first charts should be the reproduction in print of lessons already familiar in script. If the pupils do not recognize the word in print, refer to the written form on the blackboard.

N. B.—For some time the lessons in print contain only such words as are familiar to the pupils in script.

SUGGESTIONS IN GENERAL

In reading from the blackboard and in the early reading from books, the pupils look through a sentence (or paragraph) and know what it says before they try to give it to others; in this way merely *pronouncing words* in place of reading is avoided. The pupils are taught from the first not to attempt to read aloud what is not perfectly clear to them. Encourage them to ask what a word or sentence means before they are willing to read it aloud.

In planning the lesson for the blackboard, the teacher has before her a list of the words which the pupils will meet in the forepart of their primers. Wherever these words can be used well, without in any way detracting from the interest of the game, they are used, but many words not in that list will also be used. These are all common words, however, which the pupils will soon find in their reading.

As an aid in getting a new word, the pupils should be taught to look at the word in its setting in the sentence, for example, in the sentence, "The squirrel lives in a hollow tree," the word "hollow" is not known. When they come to this word they are not to attack it at once, but should look forward to the end of the sentence. They will discover that the new word, in all probability, tells what kind of a tree the squirrel lives in. Knowing the kind of trees squirrels choose, they will in most cases give the word without more study.

I. Phonics. The sounds of letters should be taught to supply a conscious need of the young pupil, for example, a pupil confuses the sight words *rise* and *sit* when these directions are written at the blackboard. The teacher says, "This word (pointing to *sit*) begins (pointing to *s*) in this way" (giving the sound of *s*). Later the direction *skip* is given. There are now two words confused, perhaps, both beginning with the same sound, so all the sounds in *sit*, it being the easier of the two words, are given.

The sounds when once learned are held in mind by using them in sounding out new words occurring in the lesson, and by reviewing as they are placed singly upon the blackboard, before the reading recitation begins. During the recitation *phonics must be made subservient to the thought getting* and carefully kept out of the way of this vital part of reading. Hence the necessity for the teacher to make the preparation of the pupil for the recitation very thorough.

In this connection teach the initial stock of phonograms, comprising those that should be used in the first phonetic reading, which are *f*, *l*, *m*.

n, r, s,—a, e, o,—ing, ings, ight, ights. That the preparation for the phonetic reading may be adequate, the drill on this stock must begin when the first blackboard work begins.

Most of the sight words given for some months will need, of course, to be told outright.

2. Seat Work. To aid the pupil in naming words at sight, use sentence builders, cards containing the words written or printed upon them by the teacher. Let these be put together so as to form the easy sentences of the lesson. As soon as the teacher has taught a few sight words, the pupil should be required to build the sentences, using separate word cards. The teacher should use her own judgment as to the amount of seat work and its nature. Every pupil should be kept busy at some profitable employment. Playing with splints, marking with a pencil, or doing anything else with no definite aim in view, should not be permitted.

3. Spelling. The spelling at first should be written, or phonetic (as in getting words by sound in the reading class). The pupils should feel a need for expressing themselves in writing. The teacher has been giving directions to the pupils from the blackboard, such as *turn, pass*. She says to a pupil, "You may tell the class what to do this morning." The pupil called upon thinks that would be fun, but he cannot do it. All of the class want to do it, but none can, so they learn to write the directions, after which they are allowed to give them to the class instead of the teacher.

They make pictures upon the blackboard and name them. Later they tell of all the wonderful things they can do, in sentences in which they use the verbs they have learned to write; for example, I can run. I can hop.

They desire to tell in writing something very interesting which they have seen or heard. In order to do this they must know how to spell the words, so they set about learning, with a will.

School Library Books. Books that supply interesting stories to be read to children: The Adventures of a Brownie. Kindergarten Stories and Morning Talks. Talks for Kindergartens and Primary Schools.

SECOND YEAR GRADE.

READING.

1. Suggestions as to Method. Pictures are to be found at the head of many lessons. If they are good, they tell enough of the story to awaken a desire to know more. The pupils describe the picture before reading the lesson. In this description quite likely they will use many of the new words found at the head of the lesson. These the teacher writes upon the blackboard as the pupils mention them that the new (printed) forms may, through the familiar script, be associated with the ideas which they represent.

The teacher may state the subject of the lesson in such a way as to arouse the interest of the pupils; for example, "We shall find to-day how a little dog taught his master a lesson."

The teacher should have plenty of illustrative material in the class--objects and pictures. Pictures are not so good as the real things, so, if possible, procure objects, such as flowers, products, etc.

To break up habits of faltering reading and to lead the pupils to recognize instantly a group of words, phrases or short sentences taken, perhaps, from a previous reading lesson, may be placed upon the blackboard in a column and covered with the draw-curtain. As the draw-curtain is rolled up, one phrase or sentence is exposed, and quickly erased. A pupil is asked to give it. The other phrases are treated in the same way.

2. Phonics. The pupils sound for themselves most of the words already in their speaking vocabulary. They recognize and name many sight words, and they are growing in an easy and self-reliant use of an accumulating stock of phonograms. A little time is given to sight word and phonogram work, before the reading lesson begins. It is sharpening the tools with which they work in the reading recitation. It is useless for a pupil to sound out a word not already in his speaking vocabulary, for he would not recognize the word, were he to sound it correctly, or long words and words difficult because of unusual sounds.

School Library Books. Books that contain selections for occasional use, reading or telling them to children: Poetry for Children. The Story Hour.

THIRD YEAR GRADE.

READING.

GENERAL SUGGESTIONS.

The pupil who enters this grade still has difficulty in pronouncing words. This may arise because the printed words are new to him; or their use may be uncommon from the form of classics which are, nevertheless, appropriate in spirit to the grade; or, even though common, they lie outside of his vocabulary. The work with phonics as suggested in the preceding grades should be continued. Lists of the difficult words should be selected in advance, written upon the blackboard and drilled upon until the pupil is able to pronounce them readily. Here is a place where the concert method of recitation is good to use occasionally. Care must be taken to think of the words as used in the text; hence, if the words are written upon the blackboard, find them also in the book. The purpose of this is to keep the pupil near the thought, by recognizing the word in its setting.

The pupil will often read in a hesitating manner. This is often due to the fact that he has not studied his lesson sufficiently, to get the thought and to learn how to pronounce the difficult words. To overcome this difficulty have the pupil read the paragraph silently. In case he comes across words and phrases that trouble him let him indicate these to the teacher that she may assist him over the trouble. When the paragraph contains many difficulties for the pupil, the teacher may clear up these difficulties

by asking a few well-directed questions to be answered by the pupil in the words of the text. In this way the subject matter will be analyzed for the pupil, and he will be led to use the words of the book. Place groups of words—phrases or clauses—upon the blackboard and have the pupil who hesitates in his reading, read these groups, trying to take in a group at a glance. In this way the pupil will acquire power to look ahead in his reading. He will see groups of words rather than individual words.

While it is important that the pupil get the thought from the printed page, it is equally desirable that his feelings be aroused. This implies that the teacher's feelings be not in an altogether dormant condition while she is attempting to teach pupils to read. If the pupil is not interested in what he is to read, his feelings will not be aroused. If a healthful interest cannot be awakened in what is to be read, other material in which the pupil is interested should be selected. Relate what the pupil is to read, as far as possible, to his experiences. Let the motor activity of the pupil be utilized at this point by having him give expression in some form to that which he reads. Nothing will tend to create a deeper interest in what is being read than this. One can see how oral expression will be improved by this plan.

Now and then the teacher can lead the pupil to give right expression to words, or groups of words, by a well-directed question that will turn the attention of the pupil to the thought.

By setting up an aim for the pupil while he is reading silently, the teacher can lead him to have a genuine motive for reading. Frequently let the pupil tell in his own language what he has gathered from the printed page, and then pass on without the oral reading. When this is done, the reading ought to be relatively easy for him. In fact, it is well occasionally to put comparatively easy reading matter into the hand of the pupil for rapid sight reading.

As a rule, all of us are apt to be slovenly in our speech. We do not enunciate or articulate our words with enough care. There should be a place in our schools where this may be improved in our pupils. Nothing but accurate, vigorous, persistent drill will do good in this work. Inaccurate, semi-lifeless, intermittent effort will do no good. Better omit the work entirely if the latter plan is followed.

In this grade it is important to begin to teach the pupil how to use the dictionary for the purpose of learning two things: First, How the word is spelled; second, How it is pronounced. Do not use it for the meaning of words. This can better be developed in connection with the text.

The use of the dictionary will necessitate, of course, careful instruction in interpretation and use of diacritical marks. Drill in this should not come in the reading recitation, but rather as a phase of the teaching of spelling as correlated to the reading.

The teacher is troubled with the pupil losing his place. Investigate to discover why this is. It may be that he has no motive before him to lead him to want to read. The reading matter may be too difficult; it may be

too simple. The pupil's thoughts may have wandered. If so, bring them into line by a question or two.

If work is assigned for study, see to it that it is definite and within his power to accomplish. A few hints thrown out as to what is found therein will often create a desire to read.

Stories that have been narrated in the preceding grade may be used in this as reading matter, if written simply enough. Care must be taken not to put too difficult matter before the pupil. This deadens his interest. The pupil comes to hate his reading instead of having a love for it. The reading should present enough that is difficult to make the pupil reach upward. He needs to make an effort and to know it; he needs to feel that he is gaining power. But the great thing here is adequate teaching.

ADDITIONAL READING.—SCHOOL LIBRARY BOOKS.

Robinson Crusoe. Andersen's Fairy Tales. Baldwin's Old Stories of the East. Golden Book of Choice Reading.

Books which may be occasionally read to the pupils. Some of them may be found simple enough for sight reading.

Child Life in Poetry. Child Life in Prose. Stories from the History of Rome. My Saturday with a Bird Class. Little Lucy's Wonderful Globe. Seven Little Sisters. Stories Mother Nature Told Her Children. Open Sesame, Part I. Fairy Tales in Verse and Prose

FOURTH YEAR GRADE.

READING.

Study and follow suggestions for the preceding grade.

ADDITIONAL READING.—SCHOOL LIBRARY BOOKS.

Fifty Famous Stories. Eggleston's Stories of Great Americans. Longfellow's Hiawatha. Stories from Arabian Nights. Alice in Wonderland. Hawthorne's Wonderbook. The Water Babies. Stories of the Old World. Kingsley's Greek Heroes. Gods and Heroes. Open Sesame, Part II. Grimm's Fairy Tales, Part I. Andersen's Fairy Tales, First Series. Hawthorne's Tanglewood Tales. Up and Down the Brook. Stories of Great Americans for Little Americans. Stories of Animal Life.

FIFTH YEAR GRADE.

READING.

GENERAL SUGGESTIONS.

In general, the suggestions for the work of the Third-Year Grade hold for this grade. Especially should the teacher look forward to the pupil's appreciation of the literature as literature. She must herself, in preparing the lesson, feel the beauty and truth of a selection, and its artistic perfection, before she can gain for it a sympathetic response from the

pupil. He should be led to become more and more independent in his interpretation and appreciation of what he reads. To this end, the pupil should come to feel the responsibility of the study period and the work should be planned to make that period definitely helpful to him.

In preparation for the lesson, let the teacher assign definite study questions, having a care that her questions are suggestive enough and not too suggestive.

Suggestions: For enlarging the vocabulary of the pupil, for giving him fresh thoughts and a feeling for literary expression, the teacher may ask questions that require the pupil to answer in the words of the author; as, he may be asked to give the words and phrases that describe Rip Van Winkle, Miles Standish, or the characters in Snow-bound, or that make a scene real and beautiful to him. How does he know that Sleepy Hollow is a sleepy place? Just what things make Ichabod Crane exultant as he looks over the Van Tassel farm? Let him select the pictures in the lesson and tell in detail what he sees in them. As in the other grades, the pupil's imaging power is to be developed and the teacher should ascertain that he really visualizes what is described. He may also be asked to pick out the comparisons applied to the characters and to the objects in nature and explain the point of comparison. Thus the pupil may early come to a conscious appreciation of truthful and effective expression.

By the time the pupil reaches the Sixth-Year Grade, he should be able to pronounce all the common words at sight. He should be required, during the study period, to look up in the dictionary the pronunciation of all words unfamiliar to him. In this grade the pupil is to be taught how to use the dictionary for definitions. At first during the recitation period, and later during the study period, the pupil should learn to decide between the different meanings of a word, to select the meaning which the context calls for. This work is to be begun in this grade and carried on more independently by the pupil himself in the Sixth-Year Grade. In connection with this, some study may be given to derivation by word analysis. A teacher who is herself interested in the history and suggestiveness of words may, by a careful selection of words for study and skill in directing that study, lead a pupil to an appreciation of the life and power in single words.

In the study period, also, the pupil should be required to look up allusions and correlated historical material. Let the teacher be definite in her directions for the finding of such material, that the pupil may not waste effort in a random search. As nearly as possible let the selections be read at times when the reading lesson will be richer for suggestions from other studies; as, Paul Revere's Ride may be read when the class are studying about the battle of Lexington. Sometimes one pupil may be made responsible for a subject suggested by the lesson and read before the class desirable selections not available by all.

As in other grades, the pupil's free and independent expression is to be sought for. If a discussion arises in which there is a difference of opinion in regard to the characters, the interpretation of a passage, etc., it

may be well to have the pupils interested in the discussion prepare a debate, each pupil being responsible for the points on his side. Let the pupils be encouraged to talk freely, giving their opinions of the characters and incidents.

Let the work be made as concrete as possible. The pupil can sometimes bring in illustrative material; as, reliques of early New England days, when the class is reading *Snow Bound* or *Miles Standish*. Girls of the class may bring in dolls, dressed in the costume of the Puritans; the boys may be interested in making a fireplace out of wood, at home or in the Manual Training shops of the school. The pupils may also draw pictures of the scenes described; when reading *Snow Bound*, they may picture the spinning-wheel, the fireplace, the tower of Pisa, the farm-house in the snow; or, when reading *Miles Standish*, they may draw pictures of the Puritans, or the Indians, or the Mayflower.

Let the pupil commit to memory much of the literature he reads. This will aid in enlarging his vocabulary, in giving him a feeling for rhythm and beauty of expression, and in giving him for permanent keeping new and rich thoughts, to become a part of himself and unconsciously have bearing on life. Sometimes the teacher may ask the pupil to repeat, without preparation, the lines he can remember. He will be able to repeat more than he is at first conscious of remembering and he will enjoy the exercise.

Especial emphasis should be placed upon clear enunciation in reading; a very brief part of each recitation period can well be given to a careful drill in enunciating words, or better, perhaps, such words might constitute a separate exercise preparatory to reading, or to a spelling lesson.

Greater freedom and interest will be gained if the pupils are permitted to express in action the story they read. Parts of *Snow Bound* may be expressed in pantomime; scenes from *Miles Standish* and *William Tell* may be presented dramatically. These may be given, not only in the reading class, but at the period of general exercises. Take, for example, *The Song of Hiawatha*, suggested for reading in the Fourth-Year Grade. This presented in dramatic form, has been found to be especially attractive to children. The teacher should know of the complete dramatization of the poem by Miss Florence Holbrook, published in the Riverside Literature Series (Houghton Mifflin and Company). By such a presentation as her book suggests, the class can give an afternoon of pleasure to the whole school. But this may take more time in preparation than the school can well give. Instead, certain scenes may be given in pantomime by some of the pupils, while parallel parts of the poem are read or repeated by others. In one school in Ohio, it is stated, the pupils presented for the general exercises scenes from *Hiawatha's childhood and youth* in such a way that little time was taken for preparation and new and real interest was created in the story.

The scenes were given soon after Christmas, so the Christmas trees from the homes and churches of the town were brought together and placed at the rear of the platform to make the "dark and gloomy pine

“trees” of the forest. The wigwam of Nokomis was made by the boys in the work-shop. It consisted of burlap stretched over poles, tied together at the top; yet when seen on the stage, with the “forest” for a background, made a creditable wigwam. On one of the trees hung the cradle of the little Hiawatha, in which a cloth baby had been put to sleep. The cradle also had come from the work-shop and was made of board and cloth and hung by a string so that old Nokomis could take it off and strap it over her back as she went about her work.

The old Nokomis looked squawlike as she went about in her bright blanket and beads and moccasins, her straight hair hanging down over her shoulders and her face stained a copper color with a dry, brown, mineral paint. One almost forgot she was only a small school-girl, for she entered into the part so heartily and naturally, and looked the little old Indian woman as she sat before the doorway of the wigwam and crooned to the little Hiawatha songs of the owllet and the firefly, and told him the story of the old grandmother whom the angry warrior flung against the moon, and of the flowers that make the rainbow in the heavens.

Then the boaster, Iagoo, a boy dressed in an Indian blanket and brave with turkey feathers, gave to Hiawatha a bow and arrows, likewise made in the work-shop, and pointing to the forest, charged him to “kill a deer with antlers.” The little Hiawatha, in the Indian boy’s dress of brown cotton flannel shirt and leggings trimmed with fringe, took the bow and went stealthily to the forest. He looked at the birds and squirrels but would not shoot them; nor would he hurt the rabbit that hopped out on the stage and looked timidly about, but he eagerly followed the tracks by the forest and waited for the red deer. When the deer came, the children who watched and listened could hardly contain themselves; for it was, in truth, a “deer with antlers” and four legs and brown skin—a piece of brown burlap thrown over two boys who went very willingly to the task of being deer. With eager suspense the children waited as the little Hiawatha aimed his arrow and “the wary roebuck started, stamped with all his feet together,” then lay dead in the pathway of the forest.

The little Hiawatha found some difficulty in bearing the red deer homeward, but at last he reached the wigwam and was greeted with great applause. Then the old Nokomis prepared a banquet and the braves from the village, all in festive robes and turkey feathers, eagerly came to sit about the feast—dried beef in a kettle which hung from a tripod over a fire—and to praise with unction the little warrior.

Another day the scene expressed in pantomime was that of Hiawatha and his three friends. This time the stage had three wigwams before the forest. Hiawatha had grown to manhood. Great skill he showed in shooting arrows, one after another, at an imaginary mark in the forest till he came to the deer and bison—the bison, two other small boys covered with a buffalo robe, and brandishing buffalo horns from a formidable bison head. But Hiawatha slew both the red deer and the bison and there was great rejoicing among the friends.

Then Chibiabos played on his flute with so much power that all the

braves of the village gathered about him and were moved to such excitement that they gave their warwhoops and danced wildly about the fire.

Even the listless, dull, and dreamy Kwasind was moved by the music of the gentle Chibabos, but he would not join with the other young Indians as they pitched their quoits upon the stage. When they challenged him, he made no answer:

"Only rose and slowly turning,
Seized the huge rock in his fingers,
Tore it from its deep foundation,
Poised it in the air a moment,
Pitched it sheer into the river."

To be sure, the huge rock had also come from the work-shop, and was but a frame covered over with slate-colored cloth, but demonstrated Kwasind's strength and made a grand crash as it was thrown from the platform into the imaginary river.

Yet Kwasind performed one more feat that day. With his companions he sailed down the river in a boat that was only a flat profile of a boat, but that had oars and really moved on the stage, pushed along in some ingenious way by the strong man and his companions. As they sailed down the stream, they saw Ahneck, the King of Beavers—a small boy from a lower grade, with a beaver's coat of a fur rug—struggling in the water. Without pausing, Kwasind leaped into the river and reappeared triumphant, bearing "upon his shining shoulders, the beaver, dead and dripping."

Thus the children learned of Hiawatha and his friends. Interested as they had been in the story from the reading lesson, they gained greater interest in it and it had more reality for them after they had enacted these scenes. The play in the schoolroom was played again in their games out of doors. With it all they had the added pleasure of giving enjoyment to others.

ADDITIONAL READING.—SCHOOL LIBRARY BOOKS.

Irving's Legend of Sleepy Hollow and Rip Van Winkle. Whittier's Child Life in Poetry and Prose. Hawthorne's Tanglewood Tales. Stories of our Country. Longfellow's Children's Hour and Other Poems. Burrough's Squirrels and other Fur-Earers. Black Beauty. King of the Golden River. Ten Boys from Long Ago. Grimm's Fairy Tales, Part II. Andersen's Fairy Tales, Second Series. Story of the English. Longfellow's Children's Hour, and Other Poems. Baldwin's Fifty Famous Stories Retold. Stories of Our Country. Stories of Other Lands. Poe's Raven, etc. Foot-Path Way.

FOR SPECIAL AND CRITICAL STUDY.

Selections, in the following order:

The Spider and the Fly, America, The Pebble and the Acorn, An Order for a Picture, Rock Me To Sleep, The Schoolboy and the Orchard, Washington's Rules of Civility, Bob Cratchit's Christmas Dinner, Robert of Lincoln.

SIXTH YEAR GRADE.

READING.

Study and follow suggestions for the preceding grade.

ADDITIONAL READING.—SCHOOL LIBRARY BOOKS.

Whittier's Snow-Bound. Longfellow's Miles Standish. McMurry's William Tell. Burrough's Sharp Eyes. Andrews' Ten Boys on the Road from Long Ago to Now. Outdoor Studies. Dickens' Christmas Carol. The Sketch Book, selections. Washington and His Country. Life of Benjamin Franklin. Scott's Lay of the Last Minstrel. Robinson Crusoe, Pupil's Edition. Swiss Family Robinson. Adventures of Ulysses. Ten Great Events in History. Madam How and Lady Why. Land of Legendary Lore.

FOR SPECIAL AND CRITICAL STUDY.

Selections, in the following order:

The Village Blacksmith, The Frost Spirit, The Star-Spangled Banner, The Battle of the Kegs, The Dying Boy, Driving Home the Cows, The Bivouac of the Dead, The Barefoot Boy, The Declaration of Independence, The Month of August, Ode on the Passions, The Dandelion, Green River, The Humble Bee.

SEVENTH YEAR GRADE.

READING.—SUGGESTIONS.

The general purpose of reading in this grade is to create a *keen appreciation for good literature* and to strengthen individuality through the oral expression of that appreciation.

I. *The Physical Side of Reading.*—Since voice and speech defects interfere with good oral expression, an attempt should be made to correct them. The most common of these are: (a) a nasal quality; (b) huskiness; (c) lisping.

(a) may be cured by a few moments' vigorous daily drill on words whose correct utterance demands a great deal of action of the lips; for example, bound, round, found, friend, thrusts, fists, posts, ghosts, etc.

(b) may be cured by working with relaxed throat on metrical selections.

(c) may be cured by noting carefully the position of the tongue in the formation of various sounds—especially the sounds of the letter s.

In all reading clear-cut enunciation must be insisted upon. Some knowledge of the anatomy and physiology of the vocal organs should be given here. (See cuts in International Dictionary, and in your Physiology).

II. *The Mental Side of Reading.*—Oral reading is thought-getting and thought-giving from the printed page. It becomes effective only as the

words read become rich in meaning to the reader. The printed word must call up a clear idea in the mind of the one reading and skillful questioning on the teacher's part, must discover whether it is the correct idea.

Good expression will be more surely attained if certain specific things are worked for. These should be:

1. *Life in Reading*.—This comes from a mental arousing that manifests itself in the form of energy of voice. The literature read should be of a character to arouse the reader to the point of self-forgetfulness. Here self-consciousness is overcome. Selections full of interest must be used, especially those in which one central idea dominates.

Thrilling incident, sprightly dialogue, and vivid description will best develop *life in reading*.

2. *Smoothness in Reading*.—Here the rough edges are worn off, and the life gained expresses itself in more beautiful form.

Selections that appeal to the higher emotions will secure best results here. One's love for the good and the beautiful in literature will come to express itself in beauty of voice.

3. *Directness in Reading*.—This demands that the one reading shall, in simple, direct earnestness, talk to and not at his hearers. This will correct all stilted and unnatural reading and will do much toward perfecting enunciation. The literature used here should be the drama—or some powerful appeal. There is nothing better than Shakespeare's plays.

4. *Visualizing or Picture Forming*.—Here reading is lifted into the realm of the ideal and tends to develop an artistic feeling and expression. As a preparation for this step, pupils should practice describing in detail and vividly, landscapes, incidents, and persons with which they are familiar. In reading, if there is any doubt on the part of the teacher as to the correctness of the mental image the pupil has, let the reader give the passage in the form of an expanded paraphrase. Literature vivid in description should be used here, for example, The Daffodils, Midsummer, Apple Blossoms, The Battle of Waterloo, etc.

Where readers are used in this grade, it is well for the teacher to classify the selections under the form heads already specified:

1. Life.
2. Smoothness.
3. Directness.
4. Visualizing or imaging.

Much reading aloud should be insisted upon in this grade, and the teacher should get beyond the mere mechanical part in preparing to teach the lesson, into the spirit of it; then she will communicate her love for literature to the class. The following is suggested as covering the necessary preparation for a reading lesson in this grade. Suppose it be a lesson from the "Merchant of Venice," but the general scheme can be applied to all of the reading for all of the higher grades:

1. Read the scene through without interruption to learn what it is about.
2. Look up all unfamiliar words and clear up all obscure passages;

these should be definitely designated by the teacher, with some questions on special words.

3. Read it over again, silently *pondering* as you read. Then aloud until you catch the spirit of the scene.

4. Picture to yourself situations, incidents, and characters as you read; build up a definite conception of these; give your conception to the class in your own words first, then in the words of the text. The various characters should then be assigned to the members of the class and the scene should be acted.

ADDITIONAL READING.—SCHOOL LIBRARY BOOKS.

Holmes' Grandmother's Story of Bunker Hill, etc. Burroughs' Birds and Bees, etc. Hawthorne's Tales of the White Hills, etc. Scudder's George Washington. Goldsmith's Vicar of Wakefield. Open Sesame, Part III. The Two Great Retreats. The Peasant and Prince. Stories of King Arthur's Court. Evangeline.

FOR SPECIAL AND CRITICAL STUDY.

Selections, in the following order:

Apostrophe to the Ocean. Gray's Elegy in a Country Churchyard, The Song of the Brook, The Blue and the Gray, Labor, The Builders, The New Year, The Ship-Builders, The Wind in a Frolic, Lochinvar, The Old Clock on the Stairs, The Battle of Waterloo, Ginevra, The Flight of Years, The Death of Little Nell, The Renowned Wouter Van Twiller, The Wonderful One-Hoss Shay, The Poor Voter on Election Day and The Well of Loch Maree, Annabel Lee, Bill and Joe, Beaver Brook, Ode on a Grecian Urn, The May Queen.

EIGHTH YEAR GRADE.

READING.

Study and follow suggestions for the preceding grade.

ADDITIONAL READING.—SCHOOL LIBRARY BOOKS.

Lowell's Under the Elm, etc. Scott's Lady of the Lake. Shakespeare's Merchant of Venice. Selections from Ruskin. Tales from Shakespeare. Plutarch's Lives. Tales from Shakespeare's Comedies. Familiar Animals and Their Wild Kindred. Stories of Georgia. Stories of the Old Dominion. Scott's Marmion.

FOR SPECIAL AND CRITICAL STUDY.

Selections, in the following order:

Thanatopsis; Oh, Why Should the Spirit of Mortal Be Proud; The Burial of Moses, The Vision of Sir Launfal, Chicgachgook and Hawkeye, The Great Plague in London, The Coverly Sabbath, The Deserted Village, The Cloud, Helvellyn.

NINTH YEAR GRADE.

READING.

Study and follow suggestions for the preceding grade.

ADDITIONAL READING.—SCHOOL LIBRARY BOOKS.

The True Citizen. Our Country in Poem and Prose. Halleck's History of English Literature. Johnson's Elements of Literary Criticism. The Story of Caesar. Classic Myths in English Literature. Macaulay's England in 1685. Macaulay's Essay on Addison and Milton, in one volume. Carlyle's Representative Poems of Burns, etc. Dickens' Tale of Two Cities. Scott's Tales of a Grandfather. Scott's Ivanhoe. Scott's Old Mortality. Scott's Rob Roy.

FOR SPECIAL AND CRITICAL STUDY.

Selections, in the following order:

Macaulay's Essay on Addison; Addison's Sir Roger de Coverly Papers; Shakespeare's Merchant of Venice; George Eliot's Silas Marner.

TENTH YEAR GRADE.

READING.

Study and follow suggestions for the preceding grade.

FOR SPECIAL AND CRITICAL STUDY.

Selections, in the following order:

Macaulay's Essay on Milton; Milton's L'Allegro, Il Penseroso, and Lycidas; Shakespeare's Macbeth; Scott's Ivanhoe; Cooper's Last of the Mohicans.

The Exercise and Development of the Mental Powers Through Reading.

ATTENTION AND CONCENTRATION.

Concentration is attention prolonged. Exercise:

Read aloud a few lines containing *vivid pictures*, and ask pupils to recall and mention each picture successively. Poems of Nature and simple sketches like those of Irving, are suitable for this step. "The Old Oaken Bucket" is excellent for the purpose.

Continue this practice for several weeks, and often recur to it. Exercise:

Read or recite a poem with a story in it, and ask pupils to reproduce it orally. "Skipper Ireson's Ride," "The Rising of '76," "Dora," and "Maude Muller," are a few of the many poems suited to this step.

The *oral* reproduction tests, at the same time, the pupil's power of concentration and that of expression. Exercise:

Ask pupils to observe the *lack of the power of concentration* in people about them; as, for example, the tendency of many persons in an audience to turn their attention from the speaker or subject before them, and to take notice of some little unimportant thing that happens, or gaze inanely at somebody who may enter the room.

Then read a selection, and arrange for some interruption to occur, such as the dropping of a book, the coming in and going out of the room of some of the pupils, or anything which your originality suggests, and see if all the members of the class can keep their minds entirely concentrated on the selection. Exercise:

Show your pupils how they can make the study of any of their lessons *exercises* in concentration of mind.

In addition, invent exercises of your own for the development of *attention and concentration*.

After spending time upon these exercises, have pupils read and recite short, simple extracts, containing vivid pictures, especially those from Nature. Show them by illustration that good reading or "Expression" depends upon the right "Impression" of a selection. We must, in addition to training of the power of *concentration*, develop the *imagination*.

IMAGINATION.

Imagination delights in presenting to the mind scenes and characters more perfect than those which we are acquainted with. It prevents us from ever being completely satisfied with our present condition, or with our past attainments, and engages us continually in the pursuit of some untried enjoyment, or of some ideal excellence. Hence the zeal of the patriot and philosopher to advance the virtue and the happiness of the human race. Destroy this faculty, and the condition of man would become as stationary as that of brutes.

To those who see only with their eyes, the distant is always indistinct and little, becoming less and less as it recedes, till utterly lost; but to the imagination, which thus receives the perspective of the senses, the far off is great and imposing, the magnitude increasing with the distance, says Mrs. Jameson.

The importance of training the imagination in the study of reading in its elocutionary effect cannot be too strongly emphasized. You must *picture in your mind* the various scenes, characters, and emotions that an author suggests.

There are two phases of imagination—Reproductive and Constructive—we might also name them as Realistic and Idealistic.

When we recall to the mind images of objects or actions which we have seen, sounds which we have heard, emotions which we have felt or seen exhibited before, we use the Reproductive, or Realistic Imagination. When we make new combinations of images or parts of images seen, heard, or felt before, we use the Constructive, or Idealistic Imagination.

EXERCISE I.

- Mention names of single objects which you are sure pupils have

seen, for example, The house where you live; your former teachers; a certain church; a maple tree; your best hat, etc.

(b) Ask pupils to make mental pictures of certain sounds which they have heard, for example, Your mother's voice; A violin tone; The different intervals of the scale, etc.

(c) Ask pupils to recall certain actions which they have seen, for example, A class giving close attention; Your putting money in the contribution box; Your practicing gymnastics; Your minister preaching, etc.

(d) Mention certain emotions, such as love, fear, indignation, etc. Ask pupils to re-feel them.

These exercises bring into action the Reproductive or Realistic Imagination.

EXERCISE II.

(a) Mention names of single objects which pupils have not seen before, for example, Mount Blanc; The River Nile; The Boston State House; Independence Hall; Westminster Abbey; Martin Luther, etc.

(b) Ask pupils to make a mental picture of certain actions which they have not seen, for example, Cornwallis surrendering to George Washington; Paul talking on Mars Hill; Phillips Brooks helping to her home an old apple-woman; A beautiful woodland scene, with singing birds and a party of frolicking children; The coming home of the prodigal son; The pupil himself doing some deed that will help the world.

(d) Ask each pupil to try to feel as he thinks someone else would feel, for example, Think that you are a poor, hungry child; A jolly, happy school-boy; Your own ideal, etc.

Try to forget your own present character while practicing this exercise.

These exercises bring into action the Constructive or Idealistic Imagination.

It can be readily seen that the pleasure and benefit that we derive from literature of any kind depends almost entirely upon our power of imagination. How would the study of History be of service, if we were unable to imagine the events and characters depicted? We do not realize, until we pause to think of it, how constantly the imagination is brought into play.

In the art of Reading, and especially in the art of Elocution, a vivid imagination is the most important requirement, especially the Idealistic Imagination.

LOGICAL FACULTY.

In reading a selection not only is it necessary to see vividly the pictures, whether they be images of objects, sounds, actions, or emotions, but we must arrange these pictures in their proper relationship to one another, so that each idea will appear in its rightful proportion; for Harmony is one of the fundamental laws of Art. In other words we must use our logical or reasoning power. By the training of this faculty of the

mind we find that we are all able to bring out, in a selection, the proper emphasis.

EXERCISE I.

Give the pupil extracts with short sentences, and let him give the reason why he *emphasizes* certain words. Take, for example, the following extract from Beecher:

It is not work that kills men, it is worry. Work is healthy. You can hardly put more upon a man than he can bear. Worry is rust upon the blade. It is not the revolution that destroys the machinery, but the friction.

The speech of Bassanio to Portia regarding the ring, Act V., Scene I., is a very good selection for practice.

Decide by *reasoning* which are the correct words to emphasize, and then try to discover the *means* by which the proper emphasis may be produced.

(a) By a downward inflection on an emphatic word, taking care to begin the word on a higher pitch than the word before. This is a very important suggestion. As a help, practice counting, 1, 2, 3, etc., emphasizing different numbers in turn, by the method given.

(b) Pausing before or after a word, is often a very good means of making it emphatic.

If we will only stop long enough to *see* and *feel* vividly what we are reading, the pauses will follow as a natural consequence, and our reading be more emphatic.

Read, for example, Faith, Hope, Charity, these three, but the greatest of these is Charity. Stop before "Charity" and "is Charity;" and try to realize the meaning of the word before you say it.

EXERCISE II.

The rippling water with its drowsy tone,
The tall elms, towering in their stately pride;
And—sorrow's type—the willow sad and lone,
Kissing in graceful woe the murmuring tide;
The gray church tower; and dimly seen beyond,
The faint hills gilded by the parting sun;
All were the same and seemed with greeting fond
To welcome me as they of old had done.

In reading this stanza, you will notice that certain phrases do not present so important pictures or ideas as others, consequently we read them in a lower, or sometimes, even a quicker tone, so that we may *subordinate* them to more important ones.

Subordination of appropriate words and phrases is an *absolute essential* to good reading. Lack of it produces monotony. *Monotony* in reading may be due to a variety of causes, but very often it is owing to the fact that we make all our *ideas equally prominent*, which is as absurd as if a painter put every object in his picture on a straight line in the foreground. His picture would lack perspective. So in our word paintings we must have *perspective*.

SYMPATHY.

We have seen that a vivid *imagination* and an active *logical faculty* are necessary to the art of interpreting literature, but it is quite possible for these two requirements to be present and at the same time the reading may be *cold* and *expressionless*. So in order to make our reading not only *intelligible* but really *enjoyable* and truly *expressive* we must have the ability to put ourselves in the author's place and get in *sympathy* with the scenes and characters he is describing.

Just as we share with our *real friends* their joys and sorrows, so we must sympathize with the people of our imagination, learn to forget ourselves and live for the time being in another sphere.

EXERCISE I.

The first work in the development of sympathy cannot properly be called an exercise.

Love and unselfishness are at the root of sympathy, so that every influence which tends to awaken in us a love for nature and our fellow-men makes us sympathetic. We can cultivate our sympathies, then, by trying to keep ourselves in a constant state of unselfishness.

EXERCISE II.

Give the pupils, at first, short and joyous selections to read, and ask them to try to see vividly the pictures, and to emphasize the right words, but to really enjoy the pictures created by their imagination, and to show by their bodies and voices that they do enjoy them.

The following extracts are good for this exercise:

EXTRACT 1.

The wind one morning sprang up from sleep,
Saying, "Now for a frolic! now for a leap,—
Now for a madcap galloping chase!
I'll make a commotion in every p'ace!"

EXTRACT 2.

A song. Oh, a song for the merry May!
The cows in the meadow, the lambs at play,
A chorus of birds in the maple tree,
And the world in blossom for you and me.

EXTRACT 3.

You must wake, and call me early, call me early, mother dear;
To-morrow'll be the happiest of all the glad new year;
Of all the glad new year, mother, the maddest, merriest day;
For I'm to be Queen of the May, mother, I'm to be Queen of the May.

EXTRACT 4.

Waken lords and ladies gay,
On the mountains dawns the day,
All the jolly chase is here
With hawk and horse and hunting spear,
Hounds are in their couples yelling,
Hawks are whistling, horns are knelling—
Merrily, merrily sing'e they,
Waken lords and ladies gay.

EXTRACT 5.

THE BLUEBIRD.

I know the song that the bluebird is singing,
 Out in the apple-tree where he is swinging,
 Brave little fellow! the skies may be dreary,
 Nothing cares he while his heart is so cheery.
 Hark! how the music leaps out from his throat!
 Hark! was there ever so merry a note?
 Listen awhile and you'll hear what he's saying,
 Up in the apple-tree, swinging and swaying.

Dear little blossoms down under the snow,
 You must be weary of winter, I know;
 Hark, while I sing you a message of cheer,
 Summer is coming and springtime is here!

Little white snowdrops, I pray you arise;
 Bright yellow crocus, come, open your eyes;
 Sweet little violets, hid from the cold,
 Put on your mantles of purple and gold;
 Daffodils, daffodils, say, do you hear?
 Summer is coming and springtime is here!

—*Emily Huntington Miller.*

EXERCISE III.

Practice short selections expressive of emotion. Let it be, for example, Love.

Breathe very deeply and open the back of the throat, so that the tone will be rich and mellow.

EXTRACT 1.

With deep affection, and recollection,
 Often think of those Shandon Bells,
 Whose sounds so wild, would in the days of childhood
 Fling round my cradle their magic spell.

On this I ponder where'er I wander
 And thus grow fonder, sweet Cork of thee
 With thy bells of Shandon, that sound so grand, on
 The pleasant waters of the river Lee.

EXTRACT 2.

Oh, if I only make you see
 The dear blue eyes, the tender smile,
 The sovereign sweetness, the gentle grace,
 The woman's soul, and the angel's face,
 That are beaming on me all the while!
 I need not speak these foolish words;
 Yet one word tells you all I would say,
 She is my mother, you will agree
 That all the rest may be thrown away.

EXTRACT 3.

Near the city of Sevilla, years and years ago,
 Dwelt a lady in a villa, years and years ago,
 And her hair was black as night,
 And her eyes were starry bright;

Olives on her brow were blooming,
 Roses red her lips perfuming,
 And her step was light and airy
 As the tripping of a fairy.
 Ah! that lady of the villa, and I loved her so
 Near the city of Sevilla years and years ago.

EXTRACT 4.

In the reading of sad selections, there is a great tendency to whine and to make the voice tremble. This makes the reading weak and ridiculous. These faults can be overcome by feeling the emotion deeply and by control of the breath. If anything trembles, let it be the diaphragm, and the voice will take care of itself.

Slowly and sadly we laid him down,
 From the field of his fame fresh and gory;
 We carved not a line, we raised not a stone,
 But we left him alone in his glory.

EXTRACT 5.

Poor child! the prayer began in faith
 Grew to a low despairing cry
 Of utter mercy: Let me die!
 Oh, take me from the scornful eyes,
 And hide me where the cruel speech
 And mocking finger may not reach!

—From “*The Witch’s Daughter*.”

EXERCISE IV.

EXAMPLES IN CONTRAST OF ELOCUTION.

EXTRACT 1.

When all the world is young, lad, and all the trees are green,
 And every goose a swan, lad, and every lass a queen;
 Then hey for boot and horse, lad, and round the world away;
 Young love must have its course, lad, and every dog his day.

When all the world is old, lad, and all the trees are brown,
 And all the sport is stale, lad, and all the wheels run down;
 Creep home and take your place, there among the spent and maimed;
 God grant you find one face, there, you loved when all was young.

—Charles Kingsley.

EXTRACT 2.

Ah! brother, only I and thou
 Are left of all that circle now.
 Yet love will dream and faith will trust—
 Since He who knows our need is just—
 That somehow, somewhere, meet we must,
 Alas, for him who never sees
 The stars shine through his cypress trees,
 Who, hopeless lays his dead away,
 Nor looks to see the breaking day
 Across the mournful marbles play,
 Who hath not learned, in hours of faith,
 The truth to flesh; and sin unknown,
 That Life is ever Lord of Death,
 And love can never lose its own.

—From “*Snowbound*.”

N. B.—In teaching the principles which have been suggested, before stating any of them ourselves, observe an important pedagogical law, and use endeavors to *draw* them from the pupils.

This idea must be emphasized, Elocution, as an art, must have as its foundation Good Literature—literature which is truly artistic.

The following is from Southey:

TEST OF A BAD BOOK.

Would you know whether the tendency of a book is good or evil, examine in what state of mind you lay it down. Has it induced you to suspect that what you have been accustomed to think unlawful may after all be innocent; and that may be harmless which you have been hitherto taught to think dangerous? Has it tended to make you dissatisfied and impatient under the control of others and disposed you to relax in that self-government without which both the laws of God and man tell us there can be no virtue, and consequently no happiness? Has it attempted to abate your admiration and reverence for what is great and good and to diminish in you the love of your country and your fellow creatures? Has it addressed itself to your pride, your vanity, your selfishness, or any other of your evil propensities? Has it defiled the imagination with what is loathsome, and shocked the heart with what is monstrous? Has it disturbed the sense of right or wrong, which the Creator has implanted in the human soul? If so, if you are conscious of all of these effects, or if, having escaped from all, you have felt that such were the effects it was intended to produce, throw the book in the fire, whatever name it may bear upon the title page! Throw it into the fire, young man, though it should be the gift of a friend! Young lady, away with the book, the whole set, though it should be the prominent furniture of a rose-wood bookcase!

READING IN THE FOURTH, FIFTH AND SIXTH-YEAR GRADES

A teacher of large and varied experience and observation used to quote Henry Ward Beecher to her classes in reading: "I wou'd rather have my daughter come home from college a good reader, than an accomplished player on the piano." Perhaps one reason why that teacher succeeded in producing many good readers, was that she made her pupils realize the importance of this branch of study. When the teacher feels that the class in reading can get along with the crumbs of time, the school moves along in the same atmosphere and puts a corresponding amount of effort upon the study.

Another secret of her success was the high ideal of good reading which she held continually before her class. She was an excellent reader herself, and described good reading until she had the class striving after the model.

What then is the ideal toward which we should urge our pupils? Some one says: "One who understands what he reads and can make an audience understand the same, is a good reader." But another qualification needs to be added: ability to feel what he reads and to make his audience feel it also. It is far easier to get the younger pupils to show their emotions in reading than it is after they have reached the self-conscious stage. But by arousing a feeling that it is the proper way to do, that it is the style, and by making the conditions so natural and free that a little ripple

of laughter accompanies the reading of a funny line, even pupils in the seventh-year grade may be trained to let emotion come out in their voices. An excellent drill to accomplish this is to have the pupils read two sentences containing opposite sentiments, changing their voices as much as possible. If the class is in the right condition, more good will result from having a half dozen read the same sentences aloud, perhaps several times, than by having the same half dozen read six different paragraphs. And if they are not in the right condition, what is the use of pretending to hear the recitation?

If the aim of oral reading is to enable our pupils to read intelligibly to an audience, are we not having too little oral reading where the teacher and fellow-pupils make the audience? Ought we not have as a more frequent exercise the reading of a short and easy poem or story by a pupil, with this measure for success—the keeping the attention of every one in the audience?

In a rural school of many grades, the time for recitation is so short that the temptation is to have the pupils read whether they have or have not caught the meaning; and time cannot be more wofully wasted in the schoolroom than in having a pupil call off words without a glimmering of the wealth of thought which they convey.

The following plan has many points of excellence for drill in oral reading:

Have the pupils write on a slip of paper, to be kept in the reader for ready reference, these items:

1. Life of the author.
2. Pronunciation and meaning of words.
3. Location of places.
4. Selection of emphatic words.
5. Translation of phrases and sentences into familiar expressions.
6. Committing to memory best thoughts.
7. Selection of figures of speech.
8. Preparation for oral reading.

In assigning the lesson, the teacher says: Study this to-morrow according to 2, 5, 7. The class knows that they are to be prepared to pronounce and define the words and give the thought in their own language. No better opportunity can be found of introducing pupils to our most common rhetorical figures. Studied in this way, the pupils soon greet them as old friends, and this knowledge certainly adds much to their appreciation of literature. In recitation, all the time may be used in finding out whether the meaning is comprehended; in discussing the same and in drilling on unfamiliar words. Sometimes having each member bring a list of the difficult words and pronounce them rapidly, will prevent the awkward stumbling when reading. The pupil, feeling that his work for that recitation is to get the meaning and that, unless he does understand it and can tell sentences and paragraphs in his own words, he has utterly failed in that recitation, no matter how glibly he may read it on the morrow, certainly ought to be impressed with the fact that the real essence of reading is the thought.

The teacher assigns the next day's lesson, thus: "To-morrow study this same lesson according to 1, 4, 8," for some selections adding 6, commit to memory, or, if required, 3, location of places. When that recitation period arrives, the entire time, after a few questions about the author, may be spent upon oral drill, without getting side-tracked upon some explanation. When needed, questions upon emphasis, slides, etc., may be asked and reasons given. One authority says, "A child learns to read; not by reading one First Reader a half dozen times, but by reading six First Readers one time each." This is true for the lower grades, but in the higher grades, some of our standard selections ought to be studied and read over and over, until their thought and spirit and style are engrafted upon the pupil's mind, and he can almost repeat them without ever having tried to commit them.

A very helpful device is to hear, with pencil and note-book in hand, each member of the class read, and note the favorable and unfavorable criticisms on each, especially the faults which each pupil should overcome. Hearing the recitation with these notes before her, the teacher can often save time by spending it where it is most needed, and at the end of a month, they are a help in seeing if the desired improvements have been made. It will be well, very frequently, to take the pupils into partnership by being told in which line his energies should be directed.

We have spoken now only along the lines of class reading. But as teachers we have not performed our most important duty until we feel that we have helped our pupils beyond class reading.

The most important problem for us to solve is, "How can we train our pupils into a love of good books and pure literature?" Can you suggest any better solution than the school library, and the great stimulus to be found in the rule for keeping a careful record of all books each pupil reads? Another stimulus will be found in "Patron's Day" and the special endeavors to be made on this day to interest the patrons and general public in making the school the literary and rallying center of the school district, and by devising means for enlarging the school library for the benefit of both the pupils and the homes.

—Contributed by Dr. Alexander Chaplain.

SCHOOL MANAGEMENT.

PREPARATION FOR WORK.

"Knowledge is Power."

Teach that only which you know. Knowledge of a subject gives a teacher confidence in herself, and gains the confidence of her pupils.

Do not rely on past preparation, but prepare to-day what you intend to teach to-morrow.

Be in the schoolroom, if possible, twenty minutes before actual work with pupils begins. Have everything in order so that there will be no delays.

Open the windows and have the room at the right temperature. If maps, globes, charts, crayon, etc., are to be used, have them where it will be easy to get them. In other words, "Be ready."

Remember, careful and thorough preparation for the work aids wonderfully in the management of the school.

SCHOOL GROUNDS.

"A thing of beauty is a joy forever."

How true with reference to the school grounds. If they are attractive to the child, he will always remember them with pleasure.

This might seem not to come under the teacher's line of work. To a certain extent, this is true. She has no choice in choosing the location. But she can try to improve what is hers for the time being. The yard can be kept clean. Trees and shrubbery can be planted in the proper places. All this done with the help of the boys and girls. It teaches them to improve their homes and cultivates love of the beautiful.

What has this to do with the management of the school? It helps boys and girls to manage themselves. They personally will have something to do besides actual play during the hours of recreation.

SCHOOL HYGIENE.

"Accuse not nature, she hath done her part; Do thou but thine."

This is one of the best aids in the management of the school. Too much stress cannot be laid upon it.

1. Ventilation—

Lower the windows from the top. Not enough to cause a draft on the heads of the pupils. Keep windows down all the time; the temperature being about 70 degrees. At every intermission, raise all windows.

2. Position—

Insist upon erect position at all times. Appeal to the pride of the pupil by telling how much better he looks when he sits straight. Have him get into the habit of sitting and standing correctly. This is not easy to accom-

plish. "Keep at it," is the only rule that directly applies. And "Never grow weary in well doing," is the best encouragement offered.

3. Exercise—

Every day have a drill in physical training. It is well to have a set time for this, but that is not necessary. Have it during any period of the day if it is needed. If interest in lessons lags, or if there is a marked manifestation of restlessness, stop mental work and give a few minutes' physical exercise.

4. Light—

This does not rest wholly with the teacher. She has little to do with the management of seats and placing of windows, but she can see that there is not a glare of light on the books. Also, during recitations, she can arrange the pupils so that the light will come from the right direction —i. e. over the left shoulder. Be sure to have the proper light on the blackboards.

5. Cleanliness—

Last, but by no means least, under the subject of "School Hygiene" comes cleanliness. The teacher should be a living example in personal appearance. The desk, tables, and all things in the schoolroom should be kept neat and clean. The yard should be kept free from old papers and anything that tends to make it uncleanly and disorderly.

Insist upon the personal cleanliness of the pupils. If results do not come from a talk to the school, have a few private talks. Have cleanliness of pupils if it is necessary to send them home.

ENTRANCE AND DISMISSAL.

"Order is Heaven's first law."

Have a "first bell" about four minutes before the regular time to begin work. At the beginning of this bell have pupils form lines in front of the door. The arrangement of pupils in line depends upon the entrance, the number of pupils, their size, relative number of boys and girls, etc. Then have the pupils pass in orderly and take their seats. If pupils enjoy marching, beat time for them. After they are seated and are quiet, give commands for them to hang up their wraps.

When it is time for dismissal, call for some certain position to get the attention. Then by command to turn, stand, pass, have them go out in order. It is well to have lines formed in the rooms before passing. But this depends upon the room.

This seems rather military perhaps, but the "informal way" is not successful with the majority of teachers.

Children do not know law and order. It is a teacher's duty to instill it into them.

OPENING EXERCISES.

*"Whene'er a noble deed is wrought,
Whene'er is spoken a noble thought,
Our hearts in glad surprise
To higher levels rise."*

This is the keynote of preventing tardies. The pupils desire to be on time.

Have the first ten minutes set apart for something entertaining. Read or tell a story. Sing bright songs. Recite appropriate memory gems. Have the little folk play a game. The older pupils will enjoy watching them have a good time.

This time must not always be spent in the same way. It will be impossible to have something different every day. But have a stock of things on hand and don't allow any of them to get dusty.

This is the period to teach the whole school history, literature, etc., by observing the special days, birthdays and anniversaries.

All these things have a tendency to make the boys and girls contented with school life. If they are happy it is easy to manage them.

GOVERNING PUPILS.

"Be not like a stream that brawls,
Loud with shallow waterfalls;
But in quiet self-control,
Link together soul with soul."

Be impartial.

Be just.

Be positive.

Be firm.

Be kind.

Be cheerful.

The teacher is the head of the school, and the pupils must be made to feel it.

She must expect and demand right conduct. She can do this by giving her pupils a reason for her demands. When she has made them see "the why," they—with her aid—will govern themselves.

Transgression of law means punishment. If pupils do wrong, they know that they need a punishment of some kind. If they are made to see their wrong, they won't resent the punishment.

The teacher should keep her promises. Of course she should not promise that which she cannot do. But her word must be good. If she promises a treat, she should be sure to give it. And also, if she promises a whipping, she should be sure to give it.

Fit the punishment to the offense. If the hands have done wrong, punish them. If the pupil has committed the sin, put the pupil in disgrace, etc.

Make, "keeping in" a novelty rather than a daily occurrence.

Use corporal punishment as a last resort. But if it is necessary to do it: it may be "the makin' of the boy."

SUPERVISION OF THE PLAYGROUNDS.

"All who joy would win must share it; Happiness was born a twin."

This does not mean—as it does in some places—to be a policeman.

Enter into the sport of the children. Try to be expert in the games. In other words, "be a hero."

When the teacher is near, everything will go smoothly. Disputes and quarrels will be reserved for home use. There will be a certain satisfied feeling, when work is resumed, in the anticipation of future pleasures.

HANDLING OF CLASSES.

"New occasions teach new duties."

This should be done in an orderly way. Commands for passing to and from recitation seats should be given.

If class is sent to the board, have a certain time to work and a certain time to erase, etc.

If there is no crayon rack, have one pupil pass the crayon around and then collect it.

THE RECITATION PERIOD.

"Method is the hinge of business."

1. Time—

Primary classes—from ten to twenty minutes.

Intermediate classes—from ten to twenty-five minutes.

Grammar classes—from twenty to thirty minutes.

2. Methods—

The question method is probab'y about the best for primary classes.

The topic method can be used in primary classes for language work. Of course it is used in History, Geography, etc.

Concert work is good, if used once in a while. It is quite necessary to the life and interest in primary classes.

Some written work should be given every day. Children remember well the things they hear, see, and write.

3. Assignment—

A part of the recitation period should be used for the assignment of the next lesson. Talk to the pupils about the things that you want them to be sure to know. Point out the parts that you think will require the most study, etc. Tell them how to get it. This can be done with little people. Tell them how to study their reading lesson or their number work, or their spelling.

4. Encouragement—

If pupils do well, tell them so. If a poor pupil does fairly well, remark about it. If the work is poorly done, speak disappointedly about it, also remark that you expect something better the next time.

5. Life—

The children must be kept awake. Call on every pupil in the class. Be quick. Always be interested and your pupils will be interested.

THE STUDY PERIOD.

"To read without reflecting is like eating without digesting."

There must be a program of recitations and periods of study. The

pupils must know to do the same things at the same time each day. This teaches them system.

If the lesson has been properly assigned, and the time for study has already been fixed, half the problem has been solved.

This time is a very important one. If the pupils are kept busy, the discipline is easy. And they must be kept busy.

It is a great thing to know how to study. Try to teach that.

While hearing a recitation, try to keep your eye on those who are studying. Impress upon their minds that they don't need watching; nevertheless watch them all the time.

CONCLUSION.

If the teacher is prepared to do her work, if the school grounds are made beautiful, if school hygiene is well attended to, if the entrance and dismissal of pupils is orderly, if the opening exercises are interesting to the children, if the teacher truly governs her pupils, if the classes are handled systematically, if the recitation is lively, and if the pupils are taught how and how much to study, the question of school management is absolutely settled.—*Taken from New Mexico Institute Manual.*

ELEMENTARY AGRICULTURE.

Based on Agriculture for Beginners by Burkett, Stevens and Hill.

In county institutes, teachers' association meetings and in the reading circle clubs these lessons may be taken up and made the basis for discussion and definite work. The outline is copied from the institute manual (1909) of the Territory of New Mexico.

LESSON I.

Define Agriculture. Discuss its place in the economy of nature. What is the relation of Agriculture to Commerce? Manufacturing? Mining? Distinguish between the science of Agriculture and the practice of Agriculture. Show how they are related. Why should Agriculture be taught in our schools? Define Horticulture. In what way is it related to Agriculture? Name some men prominent in Agriculture and Horticulture and state specifically the thing for which they are best known. Discuss briefly the advances made in Agriculture and Horticulture in the past few years. Give illustration of this advance. What is the relation of machinery to Agriculture? Discuss fully.

LESSON II.

Define soil; subsoil. How are they related? What is the relation of the soil to life—both animal and plant? Discuss the origin of soil. What agencies are at work producing soil? Explain fully the ways in which they work and the natural laws that act. (Heat, cold, water, snow, ice, plants, animals.) In every neighborhood these agencies are at work. Point out their action to your pupils. What has flowing water to do with soil making?

Define Humus. How is it put into the soil?

Discuss tillage and its relation to soil improvement. Why is tillage necessary? What are the implements used in tillage? What is the value of air in the soil?

Of what use is water to the soil? Explain fully. Water in the soil is found in three forms, free water, capillary water, and film water; explain each. About how much water will an acre of grass give off to the air in a day? Whence does this moisture come? How does it get there?

LESSON III.

The Campbell System of Farming is a system of scientific tillage by which the moisture of the soil is used to its greatest limit. Explain the principles upon which this system is based. Is it profitable to use this system of farming in other than dry regions? Why? What is the value of deep plowing? If water is necessary to plant life, why is it oftentimes necessary to drain fields? There are nine reasons for draining. What kinds of soil need draining?

How may soil be improved? (Cultivate well, drain well, add humus and plant food.) Why is manure or fertilizer necessary? Name some of the substances that are needed in the soil and give the common material in which each is found.

LESSON IV.

All plants are made up of root, stem, and leaves; define each of these terms and state the work each does for the plant as a whole. Beginning with the root, explain fully how the food is taken up by the root hairs, is carried through the stem, and then is acted upon in the leaves. What is the relation of plants to the soil? Of tillage to plants? If after tilling a crop the leaves of the plants droop, what conclusion would you draw? What makes them droop? Plants receive nourishment from the soil and the air. Explain. Define and explain Capillary Attraction, Osmosis.

The Legumes. Clover, peas, vetches, alfalfa, etc., have little knotty, wartlike growths on the roots called tubercles. Explain the cause of these tubercles and the work they do. What element of food do they supply? Whence does it come? Farmers oftentimes take earth from an old alfalfa field and haul it and spread it over a new alfalfa field. Why? What is meant by rotation of crops? Of what value is it to the farm? Give a system of crop rotation and reasons for your arrangement. How do plants feed from the air? What do they take from the air? What does the plant do with starch and sugar? How are they prepared in the plant? Explain the use of the sap circulation. Does it correspond exactly to the circulation of the blood in animals? Why do trees, that have been girdled, die.

LESSON V.

What is the use of the flowers on the plants? Do all plants have flowers? What is a flower? Take one apart and study its parts. Note carefully the stamen and pistils, the stigma and anthers, the pollen, and the ovary. Study the office of each of the above parts. Discuss pollination and fertilization. What is meant by cross-fertilization? How are the different varieties of the same kind of a plant developed? There are perhaps one hundred different kinds of wheat; how were they obtained? What part do insects play in this work of fertilization? Why should bees be kept in an orchard? Is pollination ever effected by hand? What is a seed? What is fruit? What is a hybrid? What is its value?

Discuss the propagation of plants by budding, seeding and cutting. What is the value of each? What is layering? Explain its value. Discuss seed selection and explain the value of proper selection of seed. Tell of the improvement that has been made in wheat and corn by proper selection of seed.

What are weeds? How are weeds propagated? Observe the need of care in having seed free from weed seed. Name some plant that is a weed in some countries and a profitable plant in others. Discuss methods of ridding fields of weeds; the best time to do so.

LESSON VI.

Discuss grafting and study the conditions necessary to make a successful graft. Can a peach be grafted on an apple tree? What are the conditions that govern in this regard? What is the difference between budding and grafting? Explain fully how each is done.

Tell how you would go about to plant an orchard. Suppose that there was no nursery from which to buy trees, how would you grow them. Tell how they should be planted and give reasons. Why are trees pruned? Discuss fully. How and when should trees be pruned?

LESSON VII.

Plants have diseases the same as animals do. What causes disease? What is mold? How does it spread? Are all molds harmful? Why is fruit heated before being canned? Tell about yeast and bacteria. Name some diseases of man that are caused by bacteria.

How may plant diseases be prevented?

1. By destroying all diseased leaves, twigs, or fruit.
2. By killing spores on the seeds before planting and thus keep them from growing.
3. By spraying the leaves and foliage with a poison that will prevent the germination of the spores.
4. By selecting those varieties of plants that resist disease.
5. By coating the wounds made by pruning, with tar, paint, or some substance that will prevent the spores from entering.
6. The disease often remains in the soil, and for this try rotation of crops, as the same disease does not attack all crops alike.

Discuss the foregoing fully.

Study carefully a few common diseases of plants. "Fire blight" of pear and apple, oat and wheat smut, the rust on oat and wheat, potato scab, the peach curl, the cotton wilt, and the fruit mold.

LESSON VIII.

Insects are divided into two classes, beneficial and harmful. Name some of each. Study for a few minutes a typical insect to become acquainted with his make-up and the way he makes his living. Some important things to know: 1. How does the particular kind of insect take his food? You may be able then to successfully combat him. 2. What is his life history? Is he first, egg, then larva, then have wings? If so, learn length of time in each stage. You will then be able to fight him. By learning all about him you know at what stage of his life history to make the attack. Study this life history of a few of the common insect pests. (San Jose scale, coddling moth, plum curculio, Cakeworm, tent caterpillar, peach borer, from the orchard; and the cabbage worm, cinch bug, plant louse, squash bug, weevil, Hessian fly, potato beetle, and tobacco worm, from the garden and field.) This is a common list and remedies for most of them are easily found. In this connection be sure to emphasize the value of birds to the farmer.

LESSON IX.

Make a study of farm crops. The census reports will furnish information as to the comparative value of the crops grown. Upon what is success in growing a crop dependent? Make a study of the development of some of the staple crops, tracing their improvement and development from the time they were wild plants. Cotton, corn, wheat, oats, tobacco, grass.

Discuss the proper preparation of the soil, kind of soil, tillage, etc., that the different crops require. Of what value is machinery in the production of farm crops. Study the storing of the crop and the precautions necessary for its safety. Emphasize the economic side of farming. The market is an important factor to be considered by the farmer. Note that there are times to feed the grain and times to sell it. Note also the value of selling in carload lots. The farmer should be the best business man. Why?

LESSON X.

Domestic Animals; trace their development from the wild animal. Discuss the adaptability of the different breeds of common stock to the purpose for which they are raised. Which is it, environment or inherited tendencies, that predominates in producing the type?

Study the different types of the horse, cow, sheep, and barn-yard fowl. Note in what they differ, one type from the other, as the purposes for which they were bred differ. Learn the names of the different parts of a horse, cow, etc. Study the comparison between the length of parts. Examine in this way a well-proportioned horse and then examine some that are not so well-proportioned; compare.

Look up statistics upon the value of farm stock. What is the average price for the different breeds of horses, cattle, sheep, hogs, chickens. What does it cost to raise an animal? Does it pay? What kind will produce the greatest profit? Give reasons for the answer. Give statistics upon the number and value of eggs sold in the United States. The number of pounds of butter made. Does it pay to keep chickens on a farm? Give reasons.

Give some time to the care of the animals. Their shelter, food, water.



E. BARRETT PRETTYMAN, LL.D.

See page 102.

MARYLAND DAY.

FRIDAY, MARCH 25, 1910.

Topic: "Education in Maryland."

SUGGESTIVE PROGRAM.

SCRIPTURAL READING

SONG—"Star-Spangled Banner."

READING—"The Origin and Purpose of Maryland Day."

QUOTATIONS FROM "MARYLAND IN PROSE AND POETRY."

READING—"An Old-Time Maryland School."

RECITATION—"District School in Winter."

SONG—"Maryland, My Maryland."

FLAG DRILL.

READING—"The Great Seal of Maryland."

See "Maryland in Prose and Poetry," page 30

ESSAYS—"Education in the Colonial Period."

"Our High Schools."

"Primary Education."

BIOGRAPHICAL SKETCHES.

SONG.

ADDRESS ON SPECIAL TOPIC.

RECITATIONS.

SONG—"America."

Note:—A copy of "Maryland in Prose and Poetry," should be in every school house and its material appropriated for readings, recitations, etc. The above program should be modified or changed to suit the needs of the particular school. The development of the educational idea in Maryland should be the center of interest in the celebration.

MARYLAND DAY SONG.

O Maryland, dear Maryland,
Of whom we all may boast,
Your fame is known o'er all the land
And sounds from coast to coast.

George Calvert came to Maryland
From far across the seas,
And set the well-established plan
To worship as we please.

Chorus:

So high will we our banner raise
And to the breezes hold;
Forever we will love and praise
The emblem black and gold.

May we, the children of thy youth,
Retain your honor bright;
Enable us with pride and truth
To strive with new delight.

—BESSIE E. SCARFF,
Maryland State Normal School.

MARYLAND "DISTRICT SCHOOL" IN WINTER.

Shades of the "Grand Old Masters,"
Spooks of the "Bards Sublime,"
Come from the shadowy shadows
To these modern halls of time,

And teach a weary mortal
Some new, stupendous rules—
Some grand and sure specific
For teaching "Winter Schools."

When boys, from six-year-olders
 To boys with mustachios,
 And girls in long-sleeved aprons
 To girls with bangs and bows (and
 beaux).
 Are crowded, a mixed menagerie—
 A sort of human "zoo,"
 Of various grades and tempers,
 And various things they know (and don't
 know, mostly don't know).
 And each must have the lessons
 That fill the busy day;
 Even the little sinners
 That only want to play.
 Ah! the hundred and one devices
 To keep them all in tune
 Would fill the mystic measures
 Of a Scandinavian rune,

And puzzle the "Grand Old Masters,"
 And vex the "Bards Sublime,"
 Till genius scarce could mutter
 A solitary rhyme!
 Oh! teaching school in autumn
 Is not the worst of work;
 And teaching school in springtime
 Doth not the soul so irk;
 But spare me from the winter,
 The winter, cold and drear,
 And its multifarious gathering
 Of children far and near.
 And the old forgotten precepts
 I taught a year ago,
 Come back, a weary reflux
 Of lessons dull and slow.

AMANDA ELIZABETH DENNIS.

AN OLD-TIME MARYLAND SCHOOL (1838).

The school was but a quarter of a mile distant from home; but to our childish fancies it was so far that mother gratified us by putting up our dinners in a little basket. There was some nicely fried chicken on a little plate; then eight or ten large Maryland biscuit; then, nestling on one side carefully, a cup of nice, clear, strained honey, with paper tied over it to prevent spilling in case of accident; and a knife and spoon, topped off with three large gingercakes; and over all was tucked a snowy napkin. Only big Sister Etta could be entrusted with that precious basket, and Emma and I cast many interested glances towards it as, hand in hand, and bearing the books, slates and inkstand, with goose quills to make pens, we proudly marched along the winding highway, under the leafless branches of the great white oaks which bordered the farther side.

At last with a gathering group of expectant children, and youth of from five to twenty-one years of age, we stood before the open door of the new school house. Not that the word new describes the house; very far from it; but the school was new. The schoo'master was a new arrival in the neighborhood, and the house was newly and for the first time used for so noble a purpose. Will the reader believe it? The house was really a deserted negro cabin, that stood by the highway side, near Townsend's Cross Roads, three miles from Denton, the county town. For an area of twenty-five square miles between that town and the Delaware line, this was the only school, and this was started by a private subscription managed by my father. The Maryland law, at that time, liberally provided that if the people of a neighborhood would subscribe for the tuition of twelve scholars at five dollars each, then the State would furnish a like amount for the education of the same number of "charity scholars." There were no public provisions for school houses, and whether there was house or school depended altogether upon the character of the population that, amid rural mutations, might happen to gather in any given neighborhood.

This new school and every school in that region for several years, was in a rented house. This particular house was built of logs, the interstices being filled with clay to keep out wind and rain. It was eighteen

or twenty feet square, and about eight feet to the eaves with a door front and back, each opening outwards. Midway between the doors and the north end where stood the chimney, at a convenient height, part of a log was sawed out, the aperture being filled with a three-light hanging window, which as occasion required, could be propped up for ventilation.

Where the chimney stood was an aperture six feet wide and four feet high, into which the stone and mud walls of the fire-place were built to a height above where the blaze of the great log fire would usually reach; and above that point the flue was made of logs and sticks, liberally daubed within of clay. Though not one of the wonders of the world like the "Tower of Pisa," this chimney had yielded to northerly attractions until its center of gravity had become endangered and its former sable proprietor had prudently interposed the safeguard of a stout prop, thus holding the discouraged chimney to the performance of its duty. At the south end of the house, in order to adapt it to its use as a literary institution, almost an entire log had been removed. This aperture was covered by a wide board, fastened by hinges to the log above, and secured to that below by staple and hook. Like the sash before mentioned, this board was propped up to admit needed light and fresh air. Just below this aperture was the writing desk, extending across the room against the wall. Here, alternately, the girls and boys made pot hooks and hangers with their goose quill pens, after the pattern set by the teacher; and finally graduated to the distinguished accomplishment of being able to draw a note of hand or receipt for ten dollars, good and lawful money of the United States of America, and to affix thereto their own real, written signatures. The teacher "set the copies" during the noon hour; but made and mended pens at all hours, when they happened to be presented for that purpose. Hence the name still so commonly applied to pocketknife. It was not unusual to see the teacher dividing his time and attention between a page of Comly's spelling book, where some sweating pupil was painfully struggling with the problems of orthography, and the quill he was slitting and whittling, meanwhile stealing an occasional moment for a furtive glance about the school-room, to see that there was no pinching or pin-sticking or snickering beh'nd books or slates going on among the unruly urchins.

In addition to the so-called writing-desk, the furniture of this schoolroom consisted of a desk and chair for the teacher, and three or four slab benches across the end of the room, next to the writing desk. In cold weather a bench was set near the great fire-place, and was occupied by alternate platoons of the shivering scholars to thaw themselves out. Three formidable hickory rods, of varying size and length, adapted to the sex and size of the culprits; and a pretty, little, red maple switch, suited to the esthetic tastes and tender sensibilities of the smal'ler urchins, completed the outfit. The entire curriculum of our school was covered by the three characteristic letters, R., R., R., understood to represent the three great sciences, Readin', Ritin', and Rithmictic. The three G's, Grammar, Geography and Geometry, had then scarcely been dreamed of as ever pos-

sible to be taught in a country school. It was not until several years after—not, indeed, until the renowned Chinquepin school house had been built, over a mile away, on the road to Punch Hall, that we ever heard of such a study as English Grammar or Geography. The primer, or rather a primer—for it mattered not what it was, so long as there were A, B, C's in it—was the text-book most in demand at Mr. Marshall's log cabin school.

—Rev. Robert W. Todd, D. D.

EDUCATION IN MARYLAND.

Compiled by the State Superintendent.

The degree of emphasis placed by State or nation on education and the means for engraving it on the community may be taken, safely, as an index to the essentials of real progress of its people. In America we can easily trace the influences of the earliest schools, and are persuaded that those settlements which most clearly grasped the idea that the education of the people—the proper instruction of the whole people—is as necessary as it is noble, made the most valuable contributions to the cause of universal education and have been most helpful in organizing our great American school system. For its first idea we are indebted in this country to the Puritans, and consequently we have seen New England ever since in the foremost line when any advance is to be made in the good cause of education. The Maryland State school system of 1865 was founded very largely on ideas derived from our New Eng'land friends, elaborated and organized by our first State Superintendent—Dr. Van Bokkelen.

Particular interest, however, attaches to the efforts put forth in the Maryland colony to encourage school education because, next to Virginia, it was the first colony on the South Atlantic seaboard to be planted, and within its borders Lord Baltimore first adopted in America the plan of making all religions free and to give to every one in the colony the right to worship God according to the dictates of his own conscience. From the very first Maryland became a splendid field for the encouragement of educational institutions, and her history along this line has been creditable from our early colonial days to the present time.

The Toleration Act, touching the matter of religious worship, is but an expression of the liberal spirit which characterized our early settlers, and which made its influence felt in all forms of institutional life. It made possible the first successful effort to systematize free education in America by the Act of 1694 for the encouragement of learning and the "advancement of the natives." While this legislation did not go into effect, the Assembly of 1696 made provision for a system of schools and named certain revenues which should be used to support same. Only one school, King William, was organized under this act, but the authority to organize at least one school for each county was given. The following excerpts on education in the colonial period; secondary education and primary education, are taken from History of Education in Maryland, which articles

were prepared by Professor Basil Sollers, of Baltimore city. This account of the growth of education in the State is, perhaps, the most accurate and comprehensive, and should be carefully studied by all who desire to acquaint themselves with the history of education in Maryland.

The first State system of free schools was provided by the constitutional convention of 1864, and it was inaugurated the following year. Dr. L. Van Bokkelen was the first State Superintendent, and he devoted himself assiduously to the tremendous task of having the provisions of the school law understood and in reconciling conflicting opinions to its support. The Governor appointed the State Superintendent, who, with the Governor, Lieutenant Governor and the Speaker at the House of Delegates, constituted the State Board of Education. Much power was centralized in this Board, as all county school officials were appointed thereby. The donations to special schools were repealed and a high school fund provided to be apportioned by the State Superintendent. Local control of the schools was practically taken away from the community and lodged with the State school authorities. This aroused antagonisms and so crystallized public sentiment that a wave of popular indignation expressed itself in the constitutional convention of 1867, and the school system which had been inaugurated two years before was swept out of existence and a new school system which restored local control of the schools took its place.

The new school law enacted in 1872 was changed but little in its salient features until 1900, when the positions of State Superintendent and Principal of the State Normal School were divorced and provisions made that the office of State Superintendent should be filled by a person who should devote his entire time to the duties of the office. In 1904 the General Assembly revised the whole law, preserving the county as the unit in the system, but made provision for certain general features which made possible the basis for a State system which had existed heretofore in name and not in fact. Among the features was a minimum salary law of not less than three hundred dollars to every white teacher whose school averaged fifteen pupils; a school year of not less than nine months (Garrett county excepted); an extension of normal school facilities to the eastern and western sections of the State; State inspections of high schools; an increase of the State school tax from 10½ to 15 cents; securing a better tenure of office for the teacher and many other less important changes, which have placed our State school system in the forefront and excited much favorable comment outside our own borders. Since 1904 several other important changes have been made, viz.: provision for an Assistant State Superintendent; a minimum salary for teachers who hold first-class certificates and have taught three years, of \$350; five years \$400; eight years, \$450; provisions of courses in pedagogy for colleges and universities of the State, and commercial course (elective), for certain approved high schools. The State Board of Education, for many years, has labored incessantly to solidify school interests and increase the efficiency of our school system. The people can scarcely realize the scope of the work, both

in extent and character, which the members of the Board have accomplished in recent years. When we know that no salary or per diem attaches to the position we can readily understand that nothing but the welfare of the State influences them, and much honor and praise belong to them for the unselfish and painstaking work they have accomplished.

COLONIAL EDUCATIONAL LEGISLATION.

And now our little world of Maryland is all astir. We have had our little revolution, we have sent our Catholic rulers adrift, and made ourselves a royal colony; we have established the Protestant religion and laid out our parishes, removed our capital to a more central position, done away with many old laws and made many new and wholesome ones in their place; Francis Nicholson, esq., late governor of Virginia, instrumental in establishing William and Mary College, for whose support we pay one penny per hogshead on tobacco exported, has arrived, and proceeds to open the general assembly. Clearly we must take steps to render secure the fruits of our labors.

Governor Nicholson, among the first acts of his administration, sent a message to the assembly in which he proposed "that a way be found out for building of a free school, and the maintenance for a schoolmaster and usher and writing master that can cast accounts. The which if it can be agreed," his excellency proposed to give £50 towards the building of the said school and £25 sterling a year towards the maintenance of the master. Sir Thomas Lawrence, secretary of the province, subscribed 5000 pounds of tobacco for the building and 2000 pounds per annum, and the members of the council various sums, ranging from 2000 to 1000 pounds of tobacco. The assembly convened September 21, 1694. The governor's message was received September 23, and October 3 the assembly replied, thanking the governor for his large contributions, and offering 45,000 pounds of tobacco subscribed by the members present, and "doubt not that every well-minded person within this province will contribute towards the same;" and after some debate concerning the building of one free school on the Western and another on the Eastern Shore, nominated Oxford and Severn for the two places. October 18 the laws of the session were passed, and chapter 1 was entitled "An act for the encouragement of learning and the advancement of the natives of this province." Chapter 19 was an act for the imposition of 4 pence per gallon on liquors imported into this province for "building and repairing court-houses, free schools, bride-wells, or such public services." Chapter 23 laid an imposition on furs, beef, bacon, etc., for the maintenance of free schools, and chapter 31 was a supplicatory act to their sacred majesties for erecting of free schools.

September 25 the upper house states to the lower house that the Lord Bishop of London has sent over a schoolmaster and it is therefore thought necessary that the school building go forward, which cannot

be done without the tobacco be collected or part thereof, and it is therefore proposed that one-half, if not the whole, be collected this year. September 29 the lower house resolved that the trustees of the free school or the major part of them do with all convenient speed meet together and treat with the workmen and agree upon the building proportionable to the tobacco and money that is subscribed which is to be collected as fast as need shall require by order of the said trustees. "As to the schoolmaster the house desire his excellency will make him reader of some parish, and that he have half the 40 pounds per poll if the same exceed not 10,000 pounds of tobacco." October 1 the council proposed that something be given out of the money raised upon the act for furs, etc., unto the schoolmaster, "he being sent in by my Lord Bishop of London." October 2 the house replied "as to giving something to the schoolmaster," it is thought that sufficient encouragement is already given him by the late resolves of this house. So the governor, October 7, made Mr. Andrew Geddes, schoolmaster, reader of All Saints' parish, with a salary of 10,000 pounds of tobacco per annum "until further order." The further order was given June 3, 1697, when a rector having been appointed to All Saints, Mr. Geddes was "placed out as undermaster to the college school in Virginia to save a present charge and to gain himself the more experience against the school here is built."

It appears evident from the above transactions that there was some friction between the upper and lower house upon the subject of the free school. The act of 1694 was for the encouragement of learning, and the "advancement of the natives." This act did not go into effect, but the first object aimed at was provided for by the act of 1696, under which King William's School was finally established. Many messages and counter messages passed between the two houses about the collection of the subscriptions which were finally sold by the trustees at a discount, about the delays of contractors, etc., until, in 1701, the building for the school was completed. Whether Mr. Geddes returned from Virginia with his experience, or whether he had not had sufficient experience of the law's delay in Maryland, we are not informed. Not until 1704 was the second aim of the act of 1694 provided for in an act for the advancement of the natives and residents of this province, which declared that no person or persons whatever who have not made this province their seat of residence for the full space and term of three years shall have or enjoy any place or office of trust or profit within the same, either by himself or deputy, except such person shall have immediate commission from Her Majesty; that all Her Majesty's principal officers having to dispose of any place or office may be obliged to make choice of such person or persons as they shall think most worthy and capable of executing such place or office out of the inhabitants of this province who have resided therein three years; and that all officers whatever shall actually inhabit within this province and exercise the same in their own proper persons, and not by any deputy

or deputies without particular leave from Her Majesty. This act remained in force until the Revolution. It may be considered one of the earliest steps in the path toward the goal of independence. The union of the two subjects, "encouragement of learning" and "advancement of natives," in the act of 1694, was not accidental. The first was a necessary preparation for the second. The object aimed at in encouraging learning, viz., fitting the youth of this province for the service of church or state, is clearly stated by the assembly in their letter to the Bishop of London, and though all direct mention of this object is suppressed in the act of 1696, it is emphatically reiterated in the act of 1723 in the following words:

"Whereas the preceding assemblies for some years past have had much at heart the absolute necessity they have lain under in regard both to duty and interest, to make the best provision in their power for the liberal and pious education of the youth of this province, and improving their natural abilities and acuteness (which seems not to be inferior to any) so as to be fitted for the discharge of their duties in the several stations and employments they may be called to, and employed in, either in church or state, etc."

I have spoken of this object in detail because it is mentioned again and again in all subsequent legislation for the encouragement of liberal education, the only education encouraged in colonial times, as the motive of state aid, because it was and is sufficient justification for such aid, and because the absence of any provision for the "advancement of the natives" in the act of 1696 serves in part to explain the lukewarmness of the lower house. Another cause of lack of interest may be found in the growth of the local feeling which demanded an equal chance for each county at once.

The act of 1696 created a corporation of not exceeding 20 persons by the name of the rectors, governors, trustees and visitors of the free schools of Maryland, with the usual powers to sue and be sued, etc.; to have a common seal; to receive gifts and bequests to the value of £1500 per year; to make laws and rules for the government of the schools, not contrary to royal prerogative, to the laws of England or Maryland, or to the canons and constitutions of the Church of England; to elect annually a rector from their own body; to fill vacancies caused by death or removal from the province by election of "one or more of the principal or better sort of the inhabitants of the said province, into the place or places of the said visitors and governors so dead or removed," who shall take an oath "well and faithfully to execute the said office;" to hold a convocation upon the call of the rector, with the advice of three or more of the visitors, to inquire into and punish any disorders, breaches, misdemeanors, or offenses of any master, usher, or scholar against any of their orders, laws, or decrees; and if they find cause, to alter, displace, and turn out any master, usher, or scribe, and put others in their places. This self-perpetuating body, into whose hands the entire control of the schools was placed, consisted of Francis Nicholson, esq., governor; the honorable Sir Thomas Lawrence, baronet;

3 colonels of the honorable council, 2 reverend divines, and 12 gentlemen. "The Most Reverend Father in God, Thomas, by Divine Providence Lord Archbishop of Canterbury, primate and metropolitan of all England," was chancellor. The schools were for the "propagation of the gospel and the education of the youth of this province in good letters and manners." They were for the study of Latin, Greek, writing, and the like, and were to consist of 1 master, 1 usher, and 1 writing-master to a school, and 100 scholars, more or less, and were placed under the royal patronage. The first school was directed to be erected at Annapolis and called King William's School, and when the buildings should be completed, and a revenue of £120 sterling should be obtained for the salary and maintenance of the master, usher, and scribe, and the repair of buildings of the first free school, then, with the balance left in their hands of gifts, etc., the visitors should erect and endow with £120 per annum, a second school at Oxford, in Talbot County, and as the funds increased, one after another, each county was to have a school erected and endowed with a revenue of like amount for its support.

Great efforts were made to secure contributions for the maintenance of these schools, and besides what has already been mentioned, an agent was appointed to secure subscriptions in England, and the collectors and naval officers of the various ports in the province were directed to interest merchants and traders in contributing. In 1697 the place of crier in the provincial court was given to John Stanley in consideration of his promise to give the proceeds of the office for the first two years to the free school. He was especially induced, he says, to make the offer through the advantage he himself hath received by a charitable education. We have seen that certain import and export duties had also been appropriated to the support of these contemplated schools, yet but one, that of King William, was ever erected under this act, and that does not appear to have been adequately endowed, since the Rev. Edward Butler, who died in 1713, is mentioned as rector of St. Anne's and master of the free school, Annapolis. Indeed, in 1704, upon a representation that funds were needed beyond what had been provided, the legislature placed an export duty of from 9 pence to 3 farthings per skin upon the skins of bears, beavers, otters, wild cats, foxes, minks, fishers, wolves, raccoons, elks and deer, and 4 pence per dozen upon muskrat skins; also a duty of 12 pence per hundredweight on dried beef and bacon, and 12 pence per barrel upon pork and undried beef, when exported by persons who were not inhabitants of this province. The latter tax fell upon the owners of ships which came into the colony to transport the tobacco crop and which were obliged to supply themselves with victuals for the return voyage.

That there were other schools in the province we learn from an order in 1698 that the several constables take an exact account in their several hundreds of what schools there were and by whom they were kept, and make a return in a good, legible hand. Again, Governor Hart

asks of the clergy June 24, 1714: "Are there any schoolmasters within your respective parishes that come from England and do teach without the Lord Bishop of London's license, or that come from other parts and teach without a license from the governor?" To which 21 clergymen reply: "The case of schools is very bad. Good schoolmasters are very much wanting. What we have are very insufficient. And of their being qualified by the Bishop of London or governor's license, it has been utterly neglected." These inquiries were rather in the interest of the church than of education, but serve to show that private schools, however inadequate, existed in the various counties. In 1717 the clergymen are asked: "What schoolmasters have you in your parish? Are they persons of sober life and conversations? Are they licensed by the ordinary? Do their scholars learn the church catechism, and do they duly and regularly bring them to church on Sundays and holy days?" These queries seem to indicate the existence of parish schools, or at least of such control over the schools in a parish on the part of the parson as would tend to make them such.

A "very ingenious man" who was in Maryland in Governor Nicholson's time gives the following account of the province:

"The people here have not yet found the way of associating themselves in towns and corporations, by reason of the fewness of handcraftsmen. There are indeed several places allotted for towns, but hitherto they are only titular ones, except Annapolis, where the governor resides. Col. Nicholson has done his endeavor to make a town of that place. There are about 40 dwelling houses in it, 7 or 8 of which can afford a good lodging and accommodations for strangers. There are also a statehouse and free school, built with brick, which make a great show among a parcel of wooden houses, and the foundation of a church is laid, the only brick church in Maryland."

As early as 1717 the legislature contemplated a new departure. The rectors, governors, trustees, and visitors of the free schools had erected but one school, and the prospects of a school for each county, contemplated by the act of 1696, were becoming faint indeed. In imposing a tax of 20 shillings per poll upon negroes imported, the legislature provides that the proceeds "shall, for the advancement of learning, be applied towards the encouragement of one public school in every county within this province, one equal share thereof towards the support of each school, according to the directions of such act or acts of assembly as shall hereafter direct therein." In 1720 an act which imposed an export duty of 3 pence per hogshead on tobacco, gave 3 half-pence of this tax to the use of public schools. This act was continued from time to time until 1727, when it expired. In 1723 a very curious law was passed. So much of the act of 1704 as related to export duty on furs and skins, which it will be remembered went to the free schools, is repealed, and in lieu thereof a duty is placed upon pork, pitch, or tar imported from any other colony, to be employed towards the maintenance of a free school, or schools; while the penalty for violating the

act, the loss of all goods landed before the duty is paid, was appropriated one-half to the use of public schools in the several counties, and the other half to the informer. In this same year was passed "an act for the encouragement of learning in the several counties within this province," in which it is stated that the export and import duties, and other fines for raising a fund for the erecting and supporting a good school in each county had succeeded with such desired effect as to render the law necessary. The act is much less imposing, has no flourishes of high sounding names, and evidently proceeded from the lower house, and not from the governor and council, as did the act of 1696. It provides for one school in each county, at the most convenient place, as near the center of the county as may be, and as may be most convenient for the boarding of children. Twelve bodies politic, one for each county then in existence, were created. They consisted of seven visitors who had in general the same rights of filling vacancies, holding property, and governing the school as was possessed by the governors, rectors, etc., of the free schools. They were directed to purchase 100 acres of land, one-half of which was to be built upon, and cleared for the convenience of making corn and grain, and for pasture, for the use of the master for the time being, while the other half was to remain woodland and no other use was to be made of it by the master than what was absolutely necessary for firewood and for repairing houses and fences already built. The master was on no pretense to be permitted to plant any tobacco on the land. The visitors are further directed "to take all proper methods for the encouragement of good schoolmasters, that shall be members of the church of England, and of pious and exemplary lives and conversations, and capable of teaching well the grammar, good writing, and the mathematics, if such can conveniently be got." They were to allow every such master for his encouragement, besides the use of his plantation, the sum of £20 per annum. Of the 84 names of the original visitors, there was 1 honorable (the governor), 13 reverends, 12 colonels, 2 majors, 5 captains, 10 with "esq." placed after their names, and 40 with "Mr." before their names. A fine of 500 pounds of tobacco was imposed on any person duly appointed who refused to serve as visitor, or delayed to take upon him the office by taking the several oaths, among which was one to discharge the duties and trust committed to him as visitor according to the best of his "skill and cunning."

In 1728 the law relating to the public schools was amended in two respects. (1) If any visitors should obstinately refuse to meet, then those who did were authorized to choose others in their places. (2) The master of every public school is required to teach as many poor children gratis as the visitors or a major part of them of the respective schools shall order, or be immediately discharged and a new master put in.

The school legislation from this time almost to the Revolution, is of a minor character and relates to such matters as dividing the funds into

one more equal part when a new county was formed and naming the visitors for it, to appropriating fines to school purposes, etc., but no other constructive legislation was passed. The corporation created by the act of 1696, controlling its one school, with the unused authority to create others, and the several corporations, each controlling its one public school, continued in more or less active operation until the second period of concentration of effort which just preceded and followed the Revolution.

BLADENSBURG SCHOOL.

Shortly before 1773 the Rev. James Hunt, A. M., opened a grammar school at Bladensburg, in which were taught "the Latin and Greek languages, arithmetic, logic, rhetoric, geography, geometry, the most useful practical branches of the mathematics, and the other arts and sciences necessary to form a complete academical education." Such young gentlemen as had not an opportunity of attending a general course of polite literature might complete their English education by receiving instruction in reading, writing, geography, and pronouncing English with propriety and elegance. Surveying and navigation were taught "at the usual premiums, and in the most exact and approved methods." The tuition was £6 per annum, and "genteel lodging" might be obtained convenient to the school at £15. The strictest care was promised to the morals and civil breeding, as well as the literary education of those entrusted to his care. To this school, which had been removed to Montgomery County in 1783, was sent William Wirt, then 11 years of age. He had previously attended a school kept in a log house about a mile from Bladensburg by Elisha Crown, an Englishman, whom he describes as "a very respectable looking, old-fashioned gentleman;" a classical academy at Georgetown, and a classical school kept in the vestry-house of Newport Church, Charles County, by Mr. Hatch Dent, "a most excellent man, a sincere and pious Christian, and, I presume," says Mr. Wirt, "a good teacher." Here he advanced as far as Caesar's Commentaries. At Mr. Hunt's academy he remained until 1787, when the school was broken up and his school life ended. Mr. Hunt is described as a man of cultivated mind, liberal study, and philosophic temper; possessed of a pair of globes, some philosophical apparatus, and a pretty good library, which young Wirt had the run of, and in which he read, among others, Josephus, Guy of Warwick, and Peregrine Pickle, the old dramas, Pope, Addison, and Horne's Elements of Criticism. It was Mr. Hunt's custom to take his pupils to the courthouse to hear the speeches of the lawyers, and here Wirt probably received the bent which led him to the profession of which he became so great an ornament.

COUNTY SCHOOLS.

The county or public schools which, according to the writer already quoted, were allowed on all hands to be useless in 1754, did not in gen-

eral improve in character. Owing to the fact that the funds did not afford sufficient encouragement for proper masters, the schools of Somerset and Worcester were united in 1770, and in 1774 those of St. Mary, Charles, and Prince George. The first was named Eden School, in honor of the new governor, Robert Eden, esq., who arrived in the province in 1769 and departed under a flag of truce June, 1776; the second was called Charlotte Hall. In each case the union was effected by consolidating the funds and forming of the several corporations a single one. It is stated that large sums of money had been subscribed by private parties for the support of each of these schools. During the agitation out of which Charlotte Hall sprung, a meeting was called (1773) which the Rev. Mr. Boucher was invited to address. For some reason the meeting did not take place, but the address was prepared and in 1777 published in a volume entitled *A View of the Causes and Consequences of the American Revolution in Thirteen Discourses.* Mr. Boucher had taught a private school in Virginia before coming to Maryland, where he also kept school. George Washington placed his stepson, John Parke Custis, in Mr. Boucher's charge, and seems to have had a high regard for him.

Says Mr. Boucher:

"I could hardly expect to gain credit were I to inform a foreigner (what you know is the fact); that in a country containing not less than half a million of souls (all of them professing the Christian religion, and a majority of them members of Church of England; living, moreover, under British laws, a people further advanced in many of the refinements of life than many large districts even of the parent State, and in general thriving if not opulent) there is yet not a single college, and only one school with an endowment adequate to the maintenance of even a common mechanic. What is still less credible is that at least two-thirds of the little education we receive are derived from instructors who are either indentured servants or transported felons. Not a ship arrives either with redemptioners or convicts in which schoolmasters are not as regularly advertised as weavers, tailors, or any other trade; with little other difference that I can hear of, excepting perhaps that the former do not usually fetch as good a price as the latter. * * * If you inquire who and what the other third are, the answer must be that in general they are aliens and in very few instances, members of the established church."

If some allowance be made for rhetorical exaggeration, this may be taken as a not untruthful statement of the condition of education at the date it was written. King William's School was of course the one exception to the statement that the endowments were not adequate to the maintenance of even a common mechanic. But it must be remembered that the sums paid the masters were not intended to be a maintenance, but only an "encouragement." The pupils paid for their instruction and this also went to the master. In the same year, 1773, that Mr. Boucher prepared his address, the visitors of King William's School were seeking an entirely new faculty and offered to any gentleman qualified to teach the classics £55 sterling certain and £5 currency to be paid by each

scholar in the Latin school; to a person capable of discharging the duties of usher, £30 sterling and £2 10s. paid by each scholar in the same; to a scribe who can teach English, writing, and arithmetic £6 sterling with every advantage arising from the scholars he instructs, and liberty to make his own bargains with their parents. There were very good apartments in the house besides those appropriated for the use of the scholars, with a good kitchen and cellar, which made a comfortable residence for the exclusive use of the master.

SECONDARY EDUCATION IN THE STATE OF MARYLAND.

THE SUCCESSION OF THE FREE SCHOOLS.

During the revolutionary struggle the condition of the free schools did not improve. In 1779 visitors were appointed by the assembly for Kent County School in place of the visitors who had neglected to take the oath of fidelity to the State. The same was done for Queen Anne's in 1780, and in 1781 the visitors of Anne Arundel school were allowed to take the previously neglected oath. In 1778 three of the rectors, trustees, and visitors of King William's School were authorized to meet, fill vacancies, and transact business. In the same year the house and lands of the free school of Calvert County, the funds not offering inducement for a master, were allowed to be sold for the benefit of Lower Marlboro Academy, which had been erected and supported at private expense. This was the first of the incorporated academies, afterward so numerous in the State. Washington Academy was incorporated in 1779, the inhabitants of Somerset County having erected "a large, elegant, and commodious building at their own expense for the accommodation of 80 students." In 1795 Eden School was in a state of ruin and the beneficial effects of its original institution entirely defeated by its unhealthy situation, and it was ordered to be removed to a more healthy location convenient to the two counties. In 1804 the building had been consumed by fire, and the property was directed to be sold, and one-half of proceeds paid to Washington Academy, the other half to visitors of Worcester County School, which was incorporated by the same act. In 1812 Worcester County School and a private academy at Snow Hill were united under the name of the Union Academy.

In 1782 the free school of Kent County was erected into a college, the first in the State, and cal'ed Washington College, "in honourable and perpetual memory of his excellency, Gen. Washington, the illustrious and virtuous commander in chief of the Armies of the United States." The same year the visitors of Talbot Free School sold their lands and consolidated the funds with the estate of Washington College.

In 1785 St. John's College was founded, and a year later the funds of King William's School were authorized to be consolidated with the funds of St. John's College. The transfer was confirmed by the legislature in 1801. The trustees of the poor of Dorchester County were directed in 1788 to dispose of the lands and funds of the free school of that county

for the relief of the poor. A year previous the free-school property of Cecil County had been vested in the trustees of the poor, to be used towards the establishment and support of an alms and work house. The lands belonging to the free school of Anne Arundel County were in 1795 lying waste and unemployed. For want of funds the visitors had for many years been unable to employ a master to carry on the school; all the visitors were dead except one, and doubts were entertained whether the one surviving visitor could elect others to fill the vacancies. Whereupon the legislature passed a supplement to the act of 1723, appointing visitors who were empowered "to employ a master who will, for the use and occupation of the said lands, undertake to teach in the said school upon the same terms and conditions as are required by the original act," or to rent out the land and invest the proceeds in the stock of the United States until there should be sufficient to employ a master. In 1822 the preamble of an act to incorporate the visitors of a school in Baltimore County recites that in 1724 a tract of land containing 100 acres, called Scholars' Plains, had been sold and conveyed by Thomas Tolly to certain visitors for the use and benefit of a school "for the education of poor children," but, by the neglect of the visitors (who were now all dead) to supply vacancies accruing by death and otherwise, the benevolent intentions of the grantor were likely to be frustrated; the land being exposed to the depredations of evil-disposed persons had become entirely useless. Seven visitors were accordingly incorporated for the Baltimore County School.

The visitors of the Frederick County School were incorporated in 1763, and were to receive from that date an equal dividend of the duties, taxes, and impositions collected for the use of county schools. Unlike the original 12 schools, 1 acre of land was directed to be purchased in Frederick Town, which in 1768 was reduced to one-half acre, and there not being funds sufficient to buy even that, it was given a year later from the lots laid off for public uses; but in 1796 the half-acre had been secured, the 1 acre purchased also, and "by the active exertions and liberal endeavors of the inhabitants of Frederick County a commodious building for a seminary of learning had been erected and nearly completed." The old visitors were either dead or had removed from the county. New visitors were accordingly appointed for Frederick County School. In 1830 this school became Frederick College, with power to confer collegiate honors and degrees. There remains only the free school of Queen Anne's County to be traced. In 1780 new visitors were appointed, and beyond that date no legislative action has been found concerning it.

ACADEMIES VERSUS COLLEGES.

The year 1785 saw the establishment of St. John's College at Annapolis and its union with Washington College under the name of the University of Maryland. A donation of £1,750 to the former and £1,250 to the latter was pledged to be annually and forever hereafter given and granted. These sums were derived from the fees on marriage licenses (a reversal of the

proposal of 1763 to tax bachelors), ordinary licenses, hawkers' licenses, and fines and forfeitures. These institutions were the only recipients of aid from the State until 1798 when £500, notwithstanding the pledge, was withdrawn from Washington College and donated as follows: Eight hundred dollars each to Washington Academy, Charlotte Hall, and Frederick County School; \$800 each to two academies to be established, the one in Talbot and the other in Baltimore or Harford County, and \$200 to Allegany County School. The donation to the colleges in 1784, like the act of 1696, was an effort to concentrate the educational resources of the State; the act of 1798 was a return to the policy of dispersion of the act of 1723. The academies to whom these donations were made were the successors in all but the name to the free schools. They were corporations having perpetual succession, the survivors in the governing boards filling vacancies by electing other sensible and discreet men instead of "inhabitants of the better sort" as in the free schools; they were "for the education of youth in the learned and foreign languages, the useful arts, sciences, and literature." The incorporation of a self-perpetuating body of visitors or trustees to govern the school and receive gifts for its support, either from the State or from private individuals, was the colonial idea without modification. In 1798 Hillsboro School, Talbot County, and Georgetown School, Kent County, were incorporated; and in 1799 an academy at Easton, Talbot County, was incorporated. These schools were established by private contributions, and were in operation when incorporated. The reversal of the policy of the State in the matter of donations may be traced without doubt to the efforts of the Rev. Samuel Knox, a Presbyterian minister and schoolmaster. In 1796 the American Philosophical Society offered a prize of \$100 "for the best system of liberal education and literary instruction adapted to the genius of the Government of the United States; comprehending, also, a plan for instituting and conducting public schools in this country on principles of the most extensive utility." In 1797 the prize was divided between Rev. Samuel Knox, of Bladensburg, Md., for "An essay on education," and Samuel H. Smith, of Philadelphia, for "Remarks on education: Illustrating the close connection between virtue and wisdom, to which is annexed a system of liberal education." Mr. Knox became principal of the Frederick County School and addressed a communication to the legislature in 1798, which was published as an introduction to his essay on education in 1799. A list of the subscribers is appended to the volume. At the head of those from Alexandria is the name, George Washington, Mount Vernon. Thirty members of the legislature were subscribers for from 1 to 6 copies.

The donations to academies given by the legislature in 1798 were well distributed. They were granted "from a conviction that the establishment of literary institutions for the liberal education of youth in different parts of this State would have beneficial effects in training up and continuing a succession of able and virtuous characters for discharging the various offices and duties of public and private life," says a preamble. Washington Academy in the southern part, Easton Academy in the central,

and Washington College in the northern supplied the Eastern Shore. Charlotte Hall in the southern part, St. John's College in the central, and the academy to be established in Baltimore or Harford County in the northern supplied the Western Shore toward the bay, while Frederick County School and Allegany County School carried the benefits of liberal education to the most western parts of the State. Here the movement rested until 1805, when the legislature discontinued the donations to the two colleges entirely, and directed that the sums of £750 and £1,750 previously paid them should remain in the treasury "subject to the appropriation of the legislature to literary purposes in the several counties of this State, and not to other or different purposes." A description of the States of Maryland and Delaware by Joseph Scott, published in Philadelphia, 1807, has the following account of this transaction:

"Annapolis has always been considered by thinking men a very unfit place for the establishment of a college. The inhabitants are rich and extravagant. The expense of educating a small boy amounted annually to between \$400 and \$500. This sum was beyond the reach of men of moderate fortunes, especially if they had more than one boy to educate, so that from the extravagant expense of education the college dwindled into a mere grammar school, and useful only to the inhabitants of Annapolis, whose children alone the legislature did not think themselves authorized to educate. It is said that under the principal, an able and attentive man, there were no more than three pupils in the higher class, for which he received a salary of £500 a year."

In 1803 Centreville Academy, Queen Anne County, was incorporated; in 1809, Rockville Academy, in Montgomery; in 1810, Hagerstown Academy, Washington County. In Baltimore city, Baltimore College was chartered in 1803.

Until suitable buildings could be erected the private academy, "which has for some years past been conducted by James Priestley, in the city of Baltimore, with distinguished reputation and greatly to the advantage of the community," was constituted the college, and James Priestley continued as principal. Among other private academies in Baltimore at this date was one taught by Samuel Brown.

In 1804 William Du Bourg and others, associated professors of a seminary of learning in the vicinity of the city of Baltimore, were granted power to confer degrees in any of the faculties, arts, and sciences, and liberal professions which are usually permitted to be conferred in any colleges or universities in America or Europe, "provided no religious test or persuasion shall ever be considered as a requisite to the obtention of such degree or degrees." This was the Catholic college of St. Mary's.

In the organization of Hagerstown Academy we find for the first time a departure from the time-honored self-perpetuating corporation. The sum of \$6,000 was divided into 1,200 shares, and the stockholders elected annually 21 trustees.

By the constitution of the State, framed in 1776, property qualifications were required in voters and all persons holding office. In 1810 the ten-

dency toward democracy had so far progressed that all white male citizens were given the right of suffrage and made eligible to office. In 1811 West Nottingham Academy, Cecil County, and Harford County Academy at Bel Air, were incorporated in the old close corporation form. The preambles giving the reasons for their establishment as a matter of public policy show a great advance and for the first time recognize the necessity of general education. The first reason in each, "whereas the establishment of seminaries for the education of youth in this as well as other countries has been of essential benefit to society, by bringing forward a succession of able and virtuous characters qualified to discharge the duties of public and private life," is not essentially different from the colonial reason—to fit the youth of the province for the discharge of duties "in the several stations and employments they may be called to and employed in either in regard to church or State"—but the second marks a great change in men's minds:

"And whereas the general diffusion of scientific knowledge through such means is the more essentially necessary in a country like ours, the perpetuity of whose happy government materially depends upon the religion, virtue, and patriotism of the people at large, from whom all power in relation to the Government emanates, and before whom public men and measures are daily passing in judgment, and who are eligible in one way or other to the most important trusts and offices, both in church and State, trusts and offices that require the utmost extent of human acquisition."

In this year (1811) the legislature proceeded to distribute the sums withdrawn from the colleges in 1805 and ordered to be retained in the treasury "subject to the appropriation of the legislature to literary purposes in the several counties," as follows: To St. John's College, \$1,000; to Hillsborough School, Caroline County, \$500; to West Nottingham Academy, Cecil County, \$300; to a school now building in the town of Cambridge, Dorchester County, if completed before the first day of October, 1812, \$500; to Hagerstown Academy, Washington County, \$800; to Centreville Academy, Queen Anne County, \$800; and to Allegany County School, \$300 in addition to the present donation; to Washington College, \$800; to Rockville Academy, Montgomery County, \$800. Cambridge Academy was completed in time to receive its donation, and incorporated in 1812. In the same year Union Academy, formed from a private school at Snow Hill and Worcester County School, was incorporated. Mr. Knox's ideal—one academy for secondary education in each county—was now practically carried into effect. On the Eastern Shore each county had its school, and each was in receipt of State donations, except Worcester. On the Western Shore, Charlotte Hall served for the four counties of the southern peninsula, having been originally erected by the united efforts of three and having received into the board of trustees seven members from Calvert in 1798, after the destruction of Lower Marlboro Academy by fire. Baltimore County was without an academy, though an \$800 donation waited for one, probably because of its proximity to Baltimore, where good private schools existed. Harford County Academy had as yet no State aid. All the other counties had academies receiving State donations; but to accom-

plish this result the colleges had been sacrificed, and ranked merely as the academies of the counties in which they were situated.

Elementary education was still a matter of private concern or charity, except as the academies performed the office of primary schools in addition to that for which they were instituted, liberal education. The subject of free elementary education, for the poor at least, was indeed abroad, and reached the halls of the legislature in 1812. But as it will be necessary to trace the history of the beginnings of elementary education in some detail, in order to understand the later history of the academies, it will be best to follow, first, these institutions to the period when the efforts for primary schools began to affect them seriously. A single academy in each county might, if primary schools existed at convenient distances, have given general satisfaction, but without them one academy could not satisfy the needs of the different parts of the county, and since academies received State aid, while primary schools did not, it was but natural that neighborhoods should build academies and look for a State donation in the future. Buckingham Academy was incorporated in Worcester in 1813; Brookville, in Montgomery, 1814; Bladensburg, in Prince George, 1815; the Impartial in 1816, Lancaster and Grammar School at Liberty in 1817, Big Pipe Creek in 1818, all in Frederick County; Shrewsbury, in Kent, 1816; Church Hill, in Queen Anne, 1817; Elkton, in Cecil, 1817; New Market, in Dorchester, 1818; Salisbury, in Somerset, 1818; Garrison Forest, the first academy for Baltimore County, in 1817, to be followed by Franklin in 1820, and St. James in 1821. In 1821 Lower Marlboro Academy was rebuilt and reincorporated; the trustees for Charlotte Hall from Calvert withdrew and carried with them to the academy in their own county one-fourth of the donation which Charlotte Hall had received.

In 1815 Harford County Academy received an annual donation of \$500, and in 1820 the \$800 for Baltimore County was divided equally between Garrison Forest and Franklin academies; in 1823 it was redivided, and St. James' Academy given a third portion. An additional donation of \$1,200 was granted to Charlotte Hall in 1817. A third college, Asbury, was incorporated in Baltimore City in 1817. With three colleges, at least in name, and having power to confer degrees, Baltimore had at this date only private institutions for secondary and primary education and charity schools for the poor.

Of the 15 academies established from 1813 to 1821, 11 were self-perpetuating close corporations in the old form. The trustees of Liberty Academy were elected annually by the stockholders; those of Big Pipe Creek, annually by the subscribers; and the pastor and vestry of St. James' parish were incorporated as trustees of St. James' Academy, the office of vestryman carrying with it the duties of a trustee. Liberty Academy consisted of a Lancaster and grammar department, and when there was a balance in the Lancaster department free scholars were to be admitted.

PRIMARY EDUCATION.

The earliest legislative action concerning primary education consists of acts of incorporation or encouragement of benevolent societies for the education of the poor. In 1799 the Benevolent Society of the City and County of Baltimore, for the maintenance and education of poor female children, was incorporated. It was a charitable enterprise of St. Paul's parish, whose associate rectors were at the head of the governing board. The trustees of St. Peter's School (Episcopal), for maintaining and educating poor children, were incorporated in 1805. Hillsboro School, in Caroline County, represented to the legislature in 1807 that they had a small fund which was appropriated to the maintenance and education of poor children, many of whom had neither father nor mother, and upon being discharged from school were liable to become useless members of society. The trustees asked for power to bind out such children until they became of age, which was granted. In 1807 an act of incorporation was passed for the trustees of the McDonough Charity Schools in Charles County. The trustees were to fix the price of tuition, "provided that the children of those who shall be deemed by them unable to pay shall be received and taught without any charge whatever." In these schools the English language, and such sciences and branches of education as the trustees might think proper and suitable, were to be taught.

In 1801 the Female Humane Association Charity School was incorporated for the maintenance and education of poor female children, but the act of incorporation was repealed in 1807, and the Right Rev. John Carroll, bishop of the Roman Catholic Church, the Rev. I. Daniel Kurtz (Lutheran), the Rev. James Ing'lis (Presbyterian), Charles Ridgely, of Hampden, Christian Keener, and Peter Hoffman were incorporated as trustees of the Orphaline Charity School, which succeeded to the former association.

In 1808 the male free school of Baltimore was incorporated. This school was established in 1802 by the Methodist Episcopal Church and the trustees were required to be members of that body. The preamble declares that—

Institutions for the education of youth in the principles of virtue, knowledge, and useful literature (especially charitable institutions that paternally lead the children of poverty from their obscure abode, furnishing gratuitously with education, to prepare them for useful stations in society) are of the first importance, etc.

In 1814 the funds arising from the personal estates of persons who died intestate and left no legal heirs were ordered to be paid to the several free schools in the city and precincts of Baltimore in proportions according to the number of children educated in each school. The Baltimore Carpenters' Humane Society was allowed in 1815 to raise a sum not exceeding \$15,000 for erecting a hall for the use of the society and for the support of a school for the education of the indigent children of its members. Roman Catholic Free School in the city of Baltimore was in-

corporated in 1817, the most Reverend Archbishop Ambrose Marechal being president of the directors. Before this period, however; the inadequateness of charitable efforts to educate the poor had been felt. In 1811 the necessity of general education had been asserted by the legislature, and in 1812 the first effort was made to raise a fund for supporting primary schools. The charters of the banks in the State were extended to the year 1835, and they were required to pay annually \$20,000, which was "pledged as a fund for the purpose of supporting county schools." In 1813 this was changed to the payment of 20 cents of every \$100 of capital stock of each bank actually paid in. The treasurer of the Western Shore was required to invest all moneys received in virtue of this act in the stock of the Commercial and Farmers' Bank of Baltimore and the Mechanics' Bank of Baltimore, and the stock so accumulating was "inviolably pledged for the establishment of a general system of free schools throughout the State of Maryland, and shall be used or appropriated for no other purpose whatsoever, and shall be equally divided among the several counties of the State." In 1816 the preamb'e to an act to provide for the education of poor children in Kent, Talbot, Cecil, Anne Arundel, and Montgomery counties reads:

"Whereas the want of an efficient and well-digested system of county schools, calculated to diffuse the advantages of education throughout the State, has been long felt and sincerely regretted by every friend to morality and good government; and whereas the funds arising from the tax on bank stock, and appropriated to the above purposes by an act of assembly passed at November session, eighteen hundred and twelve, is not yet sufficient to carry the wise and benevolent intentions of the legislature into effect, yet viewing the incalculable advantages enjoyed by some of our sister States, where extensive school funds enable them to disseminate the blessings of education to every class of their citizens; and believing there is no practicable mode to accomplish so desirable an object in the present situation of the finances of the State, but by laying a moderate tax on the wealthy for the education of the poorer classes of society, etc."

Here we have the first resort to direct taxation for school purposes. Seven persons—seven was the number of the visitors in the old colonial free school and in many of the academies—were appointed by the levy courts of the above named counties for each election district, and were designated the trustees for the education of poor children. Each election district was subdivided into seven parts, and one trustee was assigned to each to collect a census of children above 8 years of age whose parents or those under whose care they might be were unable to pay for the tuition of such children. The levy courts were required to levy on the assessable property of the counties \$12 for each child reported by the trustees. The trustees were then to authorize the parents or guardians to send them to the nearest school, their tuition being paid from the money levied for the purpose. The trustees, whenever a neighborhood was without a school, should endeavor, in conjunction with the people of the neighborhood, to establish a school therein. An act to provide for schools and for the promotion of education in Caroline (1816) directs that the county shall be laid off into school sections of not greater dimensions than 6 miles square,

within which a schoolhouse should be erected either by voluntary contributions or by an equal and proportionable tax on the assessable property as might be determined by voters of the section. In these schools, which were to receive their proportion of the school fund, children not over 15 years of age might be taught gratis, provided that no child shall be taught beyond the rule of three gratis without the consent of the trustees. In 1816 was also passed an act appointing 9 commissioners of the school fund for each county except Frederick, Washington, and Allegany, whose proportions were to be paid to the levy courts of these counties, who were directed to invest them until the principal and interest should be sufficient to establish a central free school in each election district.

In the same year an act for the encouragement of literature provides that \$50,000 a year for five successive years shall be raised by lottery for the increase of the school fund. In 1817 it was found that German and Swiss immigrants, who, for the discharge of the debt contracted for their passage to this country, are often obliged to subject themselves to temporary servitude, are frequently exposed to cruel and oppressive impositions by the masters of the vessels in which they arrive, and likewise by those to whom they become servants, and among provisions for their protection it was enacted that every indenture of a minor should contain a stipulation for at least two months' schooling during his or her apprenticeship or servitude.

The necessity of general education was now fully recognized. The great obstacle was the want of funds. This subject received the earnest attention of the legislature, but no solution of the difficulty was reached. In 1821 Virgil Maxcy, chairman of a committee to whom so much of the governor's message as related to education and public instruction was submitted, made an elaborate report on the subject of the public lands and the appropriations made from them by Congress for the support of education in the new States. The report concludes with resolutions—

"That each of the United States has an equal right to participate in the benefit of the public lands, the common property of the Union, and that the States in whose favor Congress has made no appropriations of lands for the purpose of education are entitled to such appropriations as will correspond, in just proportion, with those heretofore made in favor of the other States."

Maryland had been largely instrumental in the establishment of the principle that lands acquired by the common blood and treasure are the common property of the United States. The claim for equality in benefits derived from them came with propriety from the old assertor of common right. The governor was requested to transmit copies of the resolutions to the Maryland senators and representatives with the request that they lay them before their respective houses, and also to the governors of the several States with a request that they communicate them to the legislatures.

The Maryland resolutions were variously received by the legislatures of the other States. In Virginia they were unanimously assented to; in

New York a counter report was drawn up by Mr. Verplanck and accepted; in Connecticut they were approved; a committee of the Massachusetts legislature made a report opposing them.

No aid came from this source, and the old problem of want of funds imperatively called for solution. In 1818 the trustees of the several academies had been required to make an annual report to the legislature of the money received, how it had been expended, of the number of pupils, and the state of the seminaries. In 1823 it was enacted that each school, academy, or college that receives a donation from the State shall furnish tuition in all the branches of learning taught in the same, and shall furnish the necessary school books to at least one poor child for every \$100 received from the State, and that a report of the number of poor children educated should be annually made to the legislature. In 1825 it was thought that the solution of this problem had at last been discovered and "An act to provide for the public instruction of youth in primary schools throughout the State" was passed. The solution was supposed to be found in cheapness of the Lancasterian system of education. Too great stress can not be laid upon the influence of the agitation which sprang up concerning the education of the masses, between the advocates of Joseph Lancaster's system and those of his rival, Bell, in calling public attention in England and elsewhere to the great importance of the subject. In America Lancaster's ideas were particularly influential, and gave an impulse to efforts for public education which has not been fully appreciated.

Though his system is now discarded, it deserves the credit of causing the education of the masses to be looked upon as a thing attainable. In 1812 an edition of one of his books was published at Georgetown, D. C., by the Lancaster School Society of Georgetown. The school at Liberty had a Lancaster department in 1817. In 1821 Mr. Lancaster was located at Baltimore and published "The Lancasterian system of education, with improvements by its founder, Joseph Lancaster, of the Lancasterian Institute, Baltimore," also, "An account of the Lancasterian method of teaching needle work, whereby 1 teacher can teach 300 pupils how to work as easily as to read."

The report upon which the act of 1825 was based, was prepared by Littleton Dennis Teackle, of Somerset, who afterward became superintendent, in accordance with its provisions.

Mr. Teackle states that "the terrene superficies" of the State is 10,000 square miles, or 400 districts of 5 miles square; the population, exclusive of cities and villages, is 20 to the square mile; of these 30 per cent. are children between 5 and 15 years of age, making 6 to the square mile; competent teachers of primary schools may be had at an annual salary of \$300. The subdivision of the State into school districts of 5 miles square would convey instruction within a convenient distance from every door; 400 teachers would cost \$120,000, who would teach 60,000 pupils at the moderate price of \$2 a year for each child. After adding something for cities and villages and for increase of population, he shows that the whole cost per annum would be less than 62 cents per capita for each inhabitant. It

confirmation of these figures he states that "all the official reports under the public authority, either in New England, New York, or Philadelphia, testify that the cost of education has been reduced to one-fifth of what it was under the old system of private schools."

The act of 1825 provides for a State superintendent, appointed by the governor and council; nine commissioners of primary schools for each county, appointed by the justices of the levy courts; a suitable number of discreet persons, not exceeding 18, also appointed by the levy courts, who, together with the commissioners, shall be inspectors of primary schools. The commissioners and inspectors held office for one year, or until the appointment of their successors.

It is rather of interest as marking the acceptance of the principles of modern public education than as directly accomplishing much in educating the youth of that period. But from this time the State is fully committed, and, though lack of means, due to debts contracted in the energetic pursuance of schemes for internal improvement and to other causes, prevented the realization of a State system of education before the period of the civil war, the duty of providing primary schools throughout the State was fully recognized, and many efforts, partial and general, were made to fulfill it. The volumes of the laws are crowded with special acts for counties, for districts in counties, for individual schools, showing a vast amount of scattered effort which doubtless was not entirely without results. Indeed, in some counties fairly good primary schools existed before 1856, when Governor Ligon, speaking of the State at large in his message to the legislature, says:

"The system of public instruction in Maryland (if we except the city of Baltimore, whose public schools are an honor to the State and reflect the highest credit upon all intrusted with their management) is in a state of the most utter and hopeless prostration. Our plan of public instruction must be constructed anew, made uniform in its operations throughout the State, supported more liberally by State and county resources, and, above all, it should be made subject to some controlling, supervisory power, through whom all its operations should be annually communicated and made public, or it will fail to meet the exigency of our condition or be attended with any public benefit."

In 1831 an effort was again made to secure the funds donated to academies for primary schools. An order was submitted "that the committee on education be instructed to inquire into the propriety and expediency of withdrawing the donations from the several colleges and academies of this State for the purpose of appropriating the same to the support of primary or county schools," but the order was rejected by the house. On the contrary, a resolution was passed that the treasurer equalize the donations granted to the academies and schools in the several counties, so as to give \$800 for each county, to be paid by him to the academies and school ratably for each of those counties which do not now receive that sum. The decisions of the courts in two cases that came before them served to protect the academies from direct attack in the future. Abingdon Academy was incorporated in 1829. The trustees applied to the legislature for an annual donation of \$300,

which was granted on condition of deeding their property to the State. In 1831 the legislature appointed a new board of trustees, but a suit having been carried to the court of appeals it was decided to be a violation of the rights of the old corporation, forbidden by the Constitution of the United States, and therefore void. The case of the regents of the University of Maryland vs. Williams may be considered as the Dartmouth College case of Maryland, and put a check to the direct assault upon the endowed schools for some time.

Upon the failure of the system so well received in 1825 and a few years thereafter, the efforts for primary education were directed rather to the establishment of county systems or individual schools than to the perfection of a general system. The State did not secure a general system until the year 1865. In the meantime the plan of incorporating trustees for a particular institution, as the academies were incorporated, was readily utilized for schools of lower grade. Between 1821 and 1831 but few academies were incorporated; after the latter date they increased in some counties rapidly, but retained in many cases only the form of organization. Divide and conquer seems to have been the policy of the friends of the lower schools in some counties, while in others all efforts in this direction were successfully resisted. Let us follow the academies in each county to the year 1860. The character of the instruction and the efficiency of these schools of course differed greatly in different sections, and from time to time.

Cecil County.—West Nottingham, 1811; Elkton, 1817; Perryville, 1839; Washington, 1840; Port Deposit, 1842. The donations seem to have been retained undivided by West Nottingham and Elkton. The trustees of Perryville and Washington were annually elected by the subscribers.

Kent County.—Washington College, 1782; Georgetown School, 1798; Shrewsbury Academy, 1816; Millington, 1827. In 1811 \$800 was restored to Washington College; in 1834 \$300 was withdrawn and given to Millington, which was required to educate three indigent children for each \$100.

Queen Anne County.—Centreville, 1803; Church Hill, 1817; Union, 1838. In 1830 Centreville Academy was declared to be a free school, open to scholars from any part of the country, "free of any charge whatever, except such as may be necessary for the purchase of fuel and keeping the academy building in repair," as long as it shall be endowed by the State, but the government remained in the hands of the trustees. Church Hill received \$200 of Centreville's \$800 in 1835.

Talbot County.—Academy at Easton, 1799; St. Michael's, classical and mathematical, 1838. Donation, \$800, remained with Easton.

Dorchester County.—Cambridge, 1811; New Market, 1818, reincorporated, 1829; Vienna, 1832; Cambridge Female, 1858. Cambridge received donation of \$500 in 1812. Cambridge Female received \$500 in 1858. In 1865 Cambridge was in receipt of \$571.43 and East New Market, \$228.57.

Somerset County.—Washington, 1779; Wetipquin, 1834; Potato Neck, 1839. Washington retained \$800 donated in 1798; in 1837 Franklin, united with Washington Academy in 1841, and Wetipquin each received \$200 per annum out of interest on surplus revenue of United States.

Worcester County.—Union, 1812; Buckingham, 1813; Salisbury, 1818, for Somerset and Worcester counties; Berlin, 1829. In 1825, Buckingham received \$300; Union, \$300; and Salisbury, \$200. In 1843 Union received \$250; Buckingham, \$250; Salisbury, \$150; Newton, \$150. In 1836 some property left in trust for the education of poor and necessitous young people in Buckingham and Worcester Hundreds, Worcester County, was given to trustees of Berlin Academy. In 1836 Buckingham Academy was removed to the town of Berlin, and in 1846 Buckingham and Berlin academies were merged in the newly incorporated Buckingham Academy and Female Seminary of Berlin.

Caroline County.—Hillsborough School, 1798; Denton Academy, 1827. In 1810 Hillsborough received \$500, and in 1827 this sum was equally divided between the two schools. In 1830 the donations were withdrawn and paid to the judges of the orphans' court, who are required to pay them to the trustees of the several schools now incorporated.

Charlotte Hall was the result of the joint efforts of St. Mary, Charles and Prince George counties, and Calvert was admitted to its benefits in 1798. Calvert withdrew in 1821 with one-fourth donation. Charlotte Hall had received \$800 in 1798; in 1817 \$1200 additional was granted. In 1802 £1000 was loaned by the State on mortgage for ten years, and time of repayment was extended, from time to time, until in 1856 the trustees were released from payment of the money borrowed. In 1815 Bladensburg Academy, in Prince George County, was incorporated, and in 1854 received \$300 per annum of the interest of the free-school fund of that county on condition of educating one free pupil from each election district. In 1835 Upper Marlborough Academy was incorporated, the trustees being annually elected by persons entitled to vote for delegates to the legislature, and donations formerly paid to Charlotte Hall for Prince George County were given to the new school. In 1839 the primary school department of Upper Marlborough Academy was declared to be a free school, for the support of which the same sum was to be levied as for other primary schools. The only rival of Charlotte Hall in St. Mary was Leonardtown Academy, 1835, a stock company authorized to declare dividends. In Charles, Milton Hill Academy, 1837, could hardly be called a rival. It was given \$100 per annum on condition of educating 12 poor children.

Calvert County.—Lower Marlborough, 1778-1821; Prince Fredericktown Academy, 1832; Battle Creek, 1835; Hall's Creek Academy, 1841; Plumb Point, 1845. This is one of the counties that pursued the policy of division. In 1832 the donations were: Lower Marlborough, \$500; Prince Fredericktown, \$300; in 1837, Lower Marlborough, \$267; Prince

Fredericktown, \$267; Battle Creek, \$266. In 1845 \$133 were taken from Prince Fredericktown for the benefit of Plumb Point.

Anne Arundel County had only St. John's College (1784) until Friendship Academy was incorporated in 1839, West River in 1841, and Anne Arundel County in 1856. In 1856 a donation of \$800 was given into the hands of the commissioners of primary schools for the use of academies or schools, as they might deem right and proper.

Baltimore County.—Garrison Forrest, 1817; Franklin, 1820; St. James, 1821; Pikesville Literary, Scientific and Military, 1827; Govans-town, 1832; Livingston, 1833; Hereford, 1837; Union, 1837; Powell's Run, 1841; Pikesville, 1843; Sherwood, 1843; Co'umbian, 1844; Green Lane, 1845; and 3 in that part of the county which became part of Carroll. The State donation of \$800 was divided equally in 1821 among 3 academies; in 1831, equally among 4; in 1842, equally among 5; in 1844, equally among 7 academies. In 1847 an act to establish public schools in Baltimore County declares that the present school fund and all other funds which existing laws grant for educational purposes in the county shall be applied to the use of the public schools.

Harford County.—Harford County Academy, 1811; Abingdon, 1829; Little Creek, 1834; Cokesbury, 1834; Havre de Grace, 1835; Darlington, 1835; Havre de Grace, 1858. Harford County received a donation of \$500; in 1830 Abingdon received \$300. This latter donation was granted on condition that the trustees should convey and secure to the State, for the use of the school, the entire estate and effects of the institution. Under the impression that the trustees upon conveying their property to the State ceased to exist, the legislature in 1831 appointed a new board of trustees, but, a suit having been carried to the court of appeals, it was decided to be a violation of the rights of the old corporation, forbidden by the Constitution of the United States, and therefore void. In 1835 the legislature directed that the title and interest of the State of Maryland in Abingdon Academy be conveyed to the trustees, but the donation of \$300 was withdrawn and divided equally between Cokesbury Academy, in Abingdon, and Darlington Academy. In 1837 Cokesbury's donation was given to Abingdon.

Carroll County was erected in 1835 from parts of Baltimore and Frederick counties. Manchester, 1828; Oakland, 1832; Deer Park, 1834; Carroll, 1837; Westminster, 1838; Uniontown, 1838; Wolf Bottom, 1839; Clover Hill, 1839; Union, 1841; Freedom, 1842; Taneytown, 1843; Green Mount, 1849. The donations in 1841 were: Manchester, \$200; Carroll, \$150; Uniontown, \$150; Clover Hill, \$100; Oakland, \$100.

In 1844, they were Manchester, \$150; Carroll, \$125; Uniontown, \$125; Taneytown, Clover Hill, Deer Park, and Freedom, each \$100. In 1849 an act to establish primary schools in Carroll County directed that all school funds including the academy fund should be apportioned among the several districts of the county according to the number of children in attendance in the primary schools.

Howard County, formed in 1850, was previously known as Howard

District, Anne Arundel County. Patapsco Female Institute, 1833; Warfield, 1845; Welling, 1845. In 1835 the treasurer of the Western Shore was directed to pay \$800 annually to the Patapsco Female Institute, for the purpose of accomplishing the designs of that Institution, so that the liberality of the State of Maryland toward the encouragement of education be extended to Anne Arundel County. This is the only county in which the State donation was devoted to female education.

Montgomery County.—Rockville, 1809; Brookville, 1814; Hopewell, 1842. A donation of \$800 was given to Rockville in 1811. Brookville received \$200 in 1834, which in 1858 was increased to \$600.

Frederick County.—Frederick County School, 1796; Middletown, 1809; Impartial, 1816; Liberty, 1817; Big Pipe Creek, 1818; St. John's Literary Institute, 1840; Visitation, 1846; Union, 1846. Frederick County School received the donation of \$800.

Washington County.—Hagerstown, 1810; Washington, 1830; Clear Spring, 1835. Hagerstown Academy received the State donation undivided.

Allegany County.—Allegany County School, 1798; Frostburg, 1839; Westernport, 1860. Allegany County School received the whole State donation.

It will be seen from the foregoing that the elementary schools did not at any period completely absorb the State donations, as the academies had done in the early part of the century. In several counties, however, the donations were so much divided that the academies were not able to maintain themselves as such, and were readily brought into the public school system when one was established in the county in which they were situated. There was no general State system of public schools established until the year 1865. The system then established was in strong contrast to that attempted in 1825. It was a strongly centralized system, which was to be expected under the circumstances. A State board of education, consisting of the governor, lieutenant-governor, speaker of the house of delegates, and State superintendent appointed by the governor, had unchecked control. The State board supervised all colleges and schools receiving State donations, selected a uniform series of text-books, issued a uniform code of by-laws for the government of county school boards, appointed such number of school commissioners in each county "as the State superintendent might direct," had power to remove any county school commissioner "whenever it shall have been proven to their satisfaction that he has been guilty of any willful violation or neglect of duty under this act or of willfully disobeying any decision, order, or regulation of the State superintendent." "All property, estate, and effects, all money, all funds, all claims, all State donations, now vested by law in any county or school district, any board of school commissioners, any board of inspectors of primary schools, any trustee or trustees of primary schools, or any other body of persons whatsoever, for the use and benefit of public, primary, free, or high schools in any county," was vested in and trans-

ferred to the board of school commissioners of the county. The county was divided into districts, over each of which one commissioner had control. He appointed the teachers from those persons who held certificates, and might annul any certificate on a charge affecting the moral character of the teacher, if the charge was sustained, of which he was judge. The teacher had an appeal to the county board. The teachers thus appointed by the district commissioner might be removed at any time said commissioner might think proper.

St. John's College, Washington College, the Agricultural College, the Faculty of Arts and Sciences, and the Law School to be established were to constitute the University of Maryland. Each county was to have one high school, in which instruction should be given "to males and females in the higher branches of English and scientific education, and in the Latin and Greek languages and mathematics, sufficient to prepare youth to enter any one of the State colleges under the control of the council of the University of Maryland."

"The State donations now made to academies and schools, consisting of annual appropriations to each county, and now divided among several academies or paid to the school commissioners for the general school fund, shall constitute," it was declared, "together with such other donations as from time to time may be made and annually appropriated by the county board, a high school fund."

Had the act of 1865 remained in force for any considerable length of time it would have brought to an end the history of the academies; but in 1868 a new school law was passed, which, while it retained some features of the act of 1865, restored the right of local self-government in school affairs to the people and left the endowed schools in the condition they had occupied before 1865. Provision was made, however, for county high schools. At the present time many of the academies have voluntarily come under the control of the public school commissioners, becoming in many cases high schools for the counties in which they are situated, sometimes retaining their old names and having the State donation reserved for their support. The absorption of the academies by the public schools on the plane of elementary education and on the plane of secondary education has left but few academies to-day under the old government of self-perpetuating corporations. Among those which still flourish are Allegany County School, Frederick College (formerly Frederick County School), Brooksville Academy and Rockville Academy, in Montgomery County, West Nottingham Academy, in Cecil County, and Charlotte Hall.

The history of education in Maryland for the past two hundred years may be briefly summed up as follows:

A concentrated effort (1696), resulting in King William's School, preparatory to William and Mary College, Virginia; dispersion of efforts as regards the State and concentration in counties (1723) resulting in one public (liberal) school for each county; unsuccessful efforts for a college; general paralysis owing to want of funds and consequent-

ly want of good teachers; second concentration of efforts (1782), resulting in Washington and St. John's colleges; second dispersion, resulting in academies in each county and destruction of colleges (1798); further dispersion towards neighborhood schools (elementary), affecting the academies, but not destroying them (1825); establishment of a general system (1865) under strongly centralized control; general system (1868) under more local control.

At the present time the State of Maryland has provisions for elementary, secondary, collegiate, and university education, and the work of the future lies in strengthening, improving, and harmonizing these various departments of education. The secondary education is what probably needs most to be extended and brought into closer relations with higher education.*

*See address on History of Secondary Education in Maryland, by Bernard C. Steiner, published in catalogue of Frederick College for 1893-94.

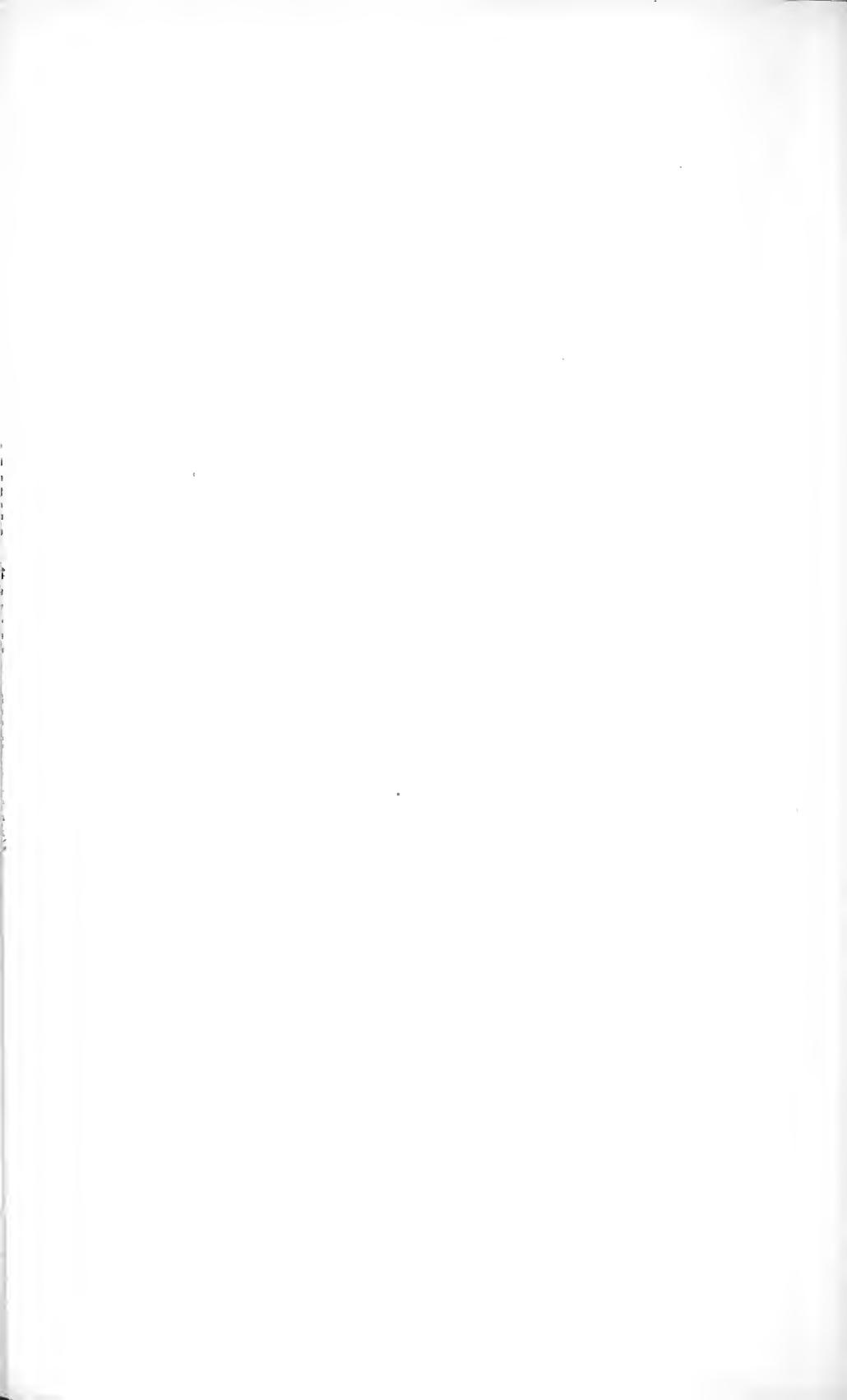
LIST OF COLLEGES AND UNIVERSITIES IN MARYLAND.

| NAME OF INSTITUTION. | LOCATION. | Founded | SEX OF STUDENTS. |
|--------------------------------|---------------|---------|-------------------|
| Washington College..... | Chestertown | 1782 | Males and Females |
| St. John's College | Annapolis | 1785 | Males |
| Mount St. Mary's College..... | Emmitsburg | 1808 | Males |
| St. Charles College..... | Howard Co. | 1830 | Males |
| Frederick College..... | Frederick | 1830 | Males and Females |
| New Windsor College. | New Windsor | 1843 | Males and Females |
| Loyola College. | Baltimore | 1852 | Males |
| Maryland Agricultural College | College Park | 1856 | Males |
| Rock Hill College | Ellicott City | 1865 | Males |
| Western Maryland College.... | Westminster | 1867 | Males and Females |
| Morgan (Colored) College..... | Baltimore | 1866 | Males and Females |
| Johns Hopkins University. | Baltimore | 1874 | Males |
| Woman's College..... | Baltimore | 1885 | Females |
| Woman's College..... | Frederick | | Females |
| Kee Mar College.. | Hagerstown | 1851 | Females |
| Maryland College for Women | Lutherville | 1853 | Females |
| Notre Dame of Maryland..... | Baltimore | | Females |



LIBERTUS VAN BOKKELEN, D. D., LL. D.

See page 101.



FORMER STATE SUPERINTENDENTS.

LIBERTUS VAN BOKKELEN, D. D., LL. D.

Dr. Van Bokkelen was born in the City of New York, July 22, 1815, and died in Chicago on All Saints' Day, 1889.

His father, who was a merchant in New York City, appreciated the benefits of higher education and sent his son to the best schools of his time. Upon reaching manhood he decided to enter the sphere of teaching, not as a stepping-stone to some other work, but because he felt it was the work for which he had the greatest fondness and aptitude. When 27 years of age he took Holy orders in the Protestant Episcopal Church, and thereafter combined the duties of the ministry with educational work.

In 1845 he came to Maryland as rector of St. Timothy's Church, at Catonsville. He started "St. Timothy's Hall," which enjoyed the distinction of being one of the best known private schools in the South. At one time he was a school commissioner of Baltimore county and took a deep interest in civic affairs generally.

November 12th, 1864, Gov. Bradford tendered him the appointment of State Superintendent of Public Instruction of Maryland. The constitution of 1864 made provision for the first general or State school system and the office of State Superintendent was then created. Hon. Joseph M. Cushing, who was a member of the State Board of Education at the time of his death a few years ago, was chairman of the Committee on Education and drafted the article which provided a State system of free schools. He also suggested Dr. Van Bokkelen as a proper person to work out a plan of popular education, and the report on the question which he made to the Legislature shortly after his appointment showed he was equal to the important task which had been assigned him. As was to be expected, his scheme for organizing an efficient school system met with strenuous opposition, and the Constitutional Convention of 1867 swept away the school system of which he was the head, and consequently his official connection with the State school system terminated. He was held in high regard by the school people of the State as the following resolution, adopted at a meeting of the Association of School Commissioners held Dec. 5th, 1867, plainly shows:

"It is our firm belief that, when these sources of misunderstanding shall have passed away, the name of Dr. Libertus Van Bokkelen will be placed as high as the highest on the list of men identified in America with its greatest glory—free popular education." He resumed his ministerial duties and served several important charges.

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M. ALEXANDER NEWELL, Ph.D.

The General Assembly of 1865 established the Maryland State Normal School, and Dr. Newell was appointed its first principal. He had prepared himself for the profession of teaching, and his strong mental power and his aptitude for pedagogics made him one of the foremost educators of his time. He was born in Belfast, Ireland, Sept. 7th, 1824, and graduated from Trinity College, Dublin, at the age of 21. He taught a short time in London and then came to Baltimore, where he permanently located. He was professor of natural sciences in the City College, and for two years thereafter he was employed as head of one of the departments of Madison College, Pennsylvania. Returning to Baltimore, he was for a brief period connected with a business college. He was then elected principal of the State Normal School, and from that time until 1890 he was actively identified with the State school system. In 1868 he was elected Secretary of the State Board of Education, and a little later he was elected State Superintendent of Public Education. He held these three positions until 1890, when the late Dr. E. Barrett Prettyman was elected his successor.

The cause of public education in Maryland owes much to Dr. Newell. He was progressive, in his ideas touching all phases of education, a man of fine scholarly attainments, an aggressive expounder and defender of the new education, a master in debate, and possessed an affability which easily won him friends. No other man, perhaps, has left such a deep impress upon the educational polity of the State, nor has any other made more valuable contributions to our State's educational advancement. Dr. Newell died in Havre de Grace, Md., Aug. 14th, 1893.

E. BARRETT PRETTYMAN, LL.D.

The second State Superintendent of the schools of Maryland, after the inauguration of a State school system, was Dr. Prettyman, who entered upon the duties of State Superintendent and Principal of the Maryland State Normal School Sept. 1st, 1890. For several years before his appointment to these positions he was not actively identified with public school work, but by education and training in his earlier manhood he soon adapted himself to the administrative side of the work to which he had given much thought and energy when a young man as a teacher. He began his teaching career at West River, in Anne Arundel County. He read law, but never applied for admission to the bar. He concluded to resume teaching and accepted the principalship of the Brookville Academy, which position he held for eleven years. He was a graduate of Dickinson College, a member of the Class of 1848, and, besides the degree of Master of Arts, his Alma Mater conferred on him in 1894 the honorary degree of Doctor of Laws. Apart from his scholarship Dr. Prettyman was a man of exceptional general information, a ready debater and a public speaker of much force. History, philosophy and pedagogy were favorite subjects of his, and his library

was full of texts and references pertaining to these studies. He possessed the admirable qualities of the polite and courteous gentleman, and deservedly had a large personal following. His administration was characterized by conservatism as State Superintendent, but he was always on the side of wholesome legislation to increase the efficiency of the school system. As Principal of the State Normal School he endeared himself to the members of the faculty and the students by his uniform kindness and affable manners. While principal the school building was enlarged and the school enrollment largely increased. Owing to advancing years he retired from the management of the school August 1st, 1906, and was succeeded by Dr. George W. Ward. In 1900 he advocated a law which separated the offices of Principal of the State Normal School and State Superintendent, and after the enactment of the law and the appointment by the Governor of another person as State Superintendent he devoted all his time to the duties of the principalship of the Maryland State Normal School until his retirement from that position.

He was born at Williamsport, Pa., Feb. 20, 1830, and died at his home in Rockville, Md., in December, 1907.

MARYLAND STATE TEACHERS' READING CIRCLE.

George Herbert Palmer, in the April Atlantic Monthly, writing of "The Ideal Teacher," says that one of the four characteristics which every ideal teacher must possess is "an already accumulated wealth. These hungry pupils are drawing all their nourishment from us and have we got it to give? They will be poor if we are poor; rich if we are wealthy. We are their source of supply. Every time we cut ourselves off from nutrition we enfeeble them. And how frequently devoted teachers make this mistake! Dedicating themselves so to the immediate needs of those about them that they themselves grow thinner each year . . . That is exactly the opposite of what it should be. The teacher should be the big, bounteous thing of the community. But the ideal teacher will accumulate wealth not merely for his pupils' sake, but for his own. To be a great teacher one must be a great personality, and without ardent and individual tastes the roots of our being are not fed. For developing personal power it is well, therefore, for each teacher to cultivate interests unconnected with his official work. Let the mathematician turn to the English poets, the teacher of classics to the study of birds and flowers, and each will gain a lightness, a freedom from exhaustion, a mental hospitality, which can only be acquired in some disinterested pursuit."

The above quotation most aptly states the real purpose and aim of our Reading Circle. It is the aim that controls the Board of Managers in its selection of books for the reading course. Books, the reading and study of which will result in professional growth, in mental stimulation, in a "lightness, a freedom from exhaustion and in a mental hospitality," and make the teacher a richer and more bounteous giver, are searched for and adopted.

The teacher who reads and studies the books of our courses, who comes to them really desiring and seeking the thoughts and ideas the author would give her, and who is willing to give and does give real attention to the work of making those thoughts hers, will feel the touch of a living, virile force, and will react to the message of inspiration given.

ORGANIZATION.

Acting under the authority conferred by the Laws of 1890, Chapter 323, giving the Maryland State Teachers' Association power to organize, manage and direct a State Teachers' Reading Circle and adopt therefor a course of study in pedagogy, general literature, etc., the Maryland State Teachers' Association has appointed

Dr. M. Bates Stephens, State Superintendent of Public Education, Annapolis;

Mr. J. Mont. Gambrill, Baltimore Polytechnic, Baltimore;

Miss, Sarah E. Richmond, State Normal School, Baltimore; ;
 Mr. H. H. Murphy, Principal High School, Reisterstown;
 Mr. Herbert E. Austin, State Normal School, Baltimore;
 Miss M. M. Robinson, Western Maryland College, Westminster;
 Mr. Edward M. Noble, Supt. of Schools, Caroline Co., Denton;
 Mr. B. K. Purdum, Asst. State Supt. of Public Education, Annapolis,
 a Board of Managers to manage and direct the State Teachers' Reading
 Circle, and to carry out the provisions of the above Act. The Board of
 Managers is organized with Dr. M Bates Stephens, ex-officio chairman,
 and Mr. Herbert E. Austin, secretary.

CERTIFICATES AND TESTIMONIALS.

CERTIFICATES, countersigned by the Chairman and Secretary of the Board of Managers, are granted to those members, who, having completed one year's work, present satisfactory evidence of having thoroughly and thoughtfully read the books assigned. This evidence is presented in the form of themes, written in accordance with requirements issued by the Board, and which may be had upon application to the Secretary.

TESTIMONIALS, countersigned by the Secretary of the State Board of Education and the Secretary of the Board of Managers, are awarded by the State Board of Education to all members who have satisfactorily completed three years of Reading Circle work, and who are recommended for this honor by the Board of Managers. By vote of the State Board of Education, those desiring Teachers' Life Certificates may offer these testimonials in lieu of the required examination in the Professional Subjects and they will be accepted.

ASSISTANCE.

The Board of Managers desires to be as helpful as possible to the teachers of the State. Members of the Reading Circle desiring information or advice at any time on any of the subjects of study are invited to direct their communications to the Secretary of the Board of Managers named above and he will refer it to the one appointed to have special oversight over that subject of study to which the matter belongs.

MEMBERSHIP.

All teachers of Maryland and all persons above the age of eighteen years are eligible to membership. An annual membership fee of twenty-five cents is required in order to meet the necessary expenses of the organization. Its payment entitles the member to a membership card, to all syllabi and information relating to the courses, that may from time to time be sent out by the Secretary, and to a certificate after satisfactory evidence of work done has been presented to the Board of Managers. Membership cards may be obtained from the County Secretary or from Mr. Austin.

COURSES OF STUDY.

There are four courses of study outlined for the year 1909-10—one major course, Pedagogy, and three minor courses, Literature, History and Science. Every member who wishes to receive the certificate of the Board of Managers for 1909-1910 must take the major course, Pedagogy, and, in addition, one of the minor courses—Literature, History or Science—prescribed for 1909-1910.

PRESCRIBED WORK FOR 1909-1910.

Pedagogy—Bagley's "The Educative Process." The Macmillan Co. (Single Copies \$1.12, postpaid. Ten or more copies to one address \$1.00 per copy.)

English—Heydrick's "How to Study Literature." Hinds, Noble and Eldridge. (Single Copies 60c. Ten or more copies to one address 50c each.) Shakespeare's "Hamlet" and "Merchant of Venice." (Macmillan's Pocket Classics, 25 cents per volume. Hudson's School Shakespeare, Ginn and Co. Cloth, 50 cents; paper, 35 cents per volume. The Arden Shakespeare, D. C. Heath and Co., 25 cents per volume.)

History—McMurray's "Special Method in History." Macmillan Co. (Single Copy 68 cents, postpaid. Ten or more to one address 60 cents.) Johnson's "The Problem of Adapting History to Children in the Elementary School." Teachers' College Record. Vol. IX, No. 5. (Single Copies 30 cents. Five or more copies 24 cents.)

Science—Allen's "Civics and Health." Ginn and Co. (\$1.00, postpaid.)

PURCHASE OF BOOKS.

The required books may be obtained at the office of the County Superintendent, at the book stores in Baltimore, or from the publishers.

Wherever possible, members are advised to purchase their books through the Superintendent of their County, as books so purchased can frequently be obtained at lower prices than those quoted above.

THE PRESCRIBED WORK SINCE REORGANIZATION IN 1901.

1901-1902.

Hinsdale's "Art of Study."
Barrett Wendell's "English Composition."
Shakespeare's "Julius Caesar" and "As You Like It."
Scott's "Nature Study and the Child."

1902-1903.

White's "The Art of Teaching."
Matthews' "Introduction to American Literature."
Lowell's "Vision of Sir Launfal" and "Commemorative Ode."
Hodge's "Nature Study and Life."

1903-1904.

Shaw's "School Hygiene."
Bliss Perry's "A Study of Prose Fiction."
Scott's "Ivanhoe."
Andrews' "Botany All the Year Round."

1904-1905.

MacMurry's "The Method of the Recitation."
 Bliss Perry's "The Study of Prose Fiction."
 George Eliot's "Silas Marner."
 Andrews' "Botany All the Year Round."

1905-1906.

James' "Talks to Teachers."
 Thackeray's "Henry Esmond" and "Vanity Fair."
 Fiske's "Critical Period in American History."
 Ball's "Starland."

1906-1907.

Seelye's "History of Education."
 Chubb's "The Study and Teaching of English."
 Hart's "Source Book of American History."
 Hielprin's "The Earth and Its Story."

1907-1908.

O'Shea's "Dynamic Factors in Education."
 Chubb's "The Study and Teaching of English."
 Bryant's "How to Tell Stories."
 Spark's "The Men Who Made the Nation."
 Hodge's "Nature Study and Life."

1908-1909.

Bagley's "Classroom Management: Its Principles and Technique."
 Colby's "Literature and Life in the School."
 Browne's "Maryland. The History of the Palatinate."
 Wright's "The Citizen Bird."

CERTIFICATE REQUIREMENTS FOR THE COURSE OF 1908-09.

Caution.—Read the directions very carefully before writing, and follow them carefully and fully.

PEDAGOGY.—Text: Bagley's "Classroom Management," \$1.25. Macmillan Co.

Topic I. "On Creating and Preserving Hygienic Conditions in the Country Schools." Based on Chap. VI of Bagley's Classroom Management, supplemented by the teacher's own experience and observation.

Efficiency of "dust squads" composed of pupils appointed by the teacher at regular intervals. Means of securing ventilation without dangerous drafts; sufficient light, heat; how to adapt the height of seats and desks to pupils of varying height; the regulation of hygienic conditions on the school premises. Other subjects will suggest themselves.

Topic II. "On Fatigue: its signs, treatment and prevention." Select a dozen of your weaker pupils and observe what signs of fatigue occur in the behavior of each on successive days for a couple of weeks. Consider the causes of fatigue in the particular cases. By rearranging the daily routine, the seating of pupils, length and frequency of recitation periods the order of daily exercises, in so far as you have authority to do so, see to what extent you can eliminate these indications of fatigue. Keep complete notes of all that you do and do not cease experimenting until you have some results to show for it.

Topic III. "On the First Day in the Country School Term." What can best be done for primary as well as for more advanced pupils. Treat this from the point of view of Chap. II. On this day routine is being initiated. How can one best make a start on this day toward securing the co-operation of parents.

Topic IV. "On Winning the Pupils' Attention." Relative efficiency of the school incentives; their weakness. Correlation of the health of pupils with the power to yield attention. Correlation of the physical condition within the school-house and premises and of the "atmosphere" of the school and community therewith.

Note.—Write upon any two topics selected from the four given; each paper not to exceed 1200 words in length.

HISTORY.—Text: Browne's "Maryland: the History of a Palatinate."

A. History of the Government of Maryland. A paper not to exceed 1500 words in length, outlining the different governments under which the people of Maryland have lived, and the change from one to another. The following topics should be among those treated: The proprietary charter and the early government under it; the royal government; the restored proprietary government; changes that took place without alteration or suspension of the fundamental law (charter); the application of English law; the Revolutionary governments; the State constitutions.

B. A short paper, not to exceed 800 words, on one, and only one, of the following topics, the one selected to be treated historically:

1. The boundaries of Maryland—a historical view.
2. Religious conditions in Maryland.
3. Maryland's part in the Nation's wars.

SCIENCE.—Text: Wright and Coue's "Citizen Bird." Macmillan Co.

The requirements for this course include the answering of several questions and the writing of a short theme.

1. After carefully reading the book assigned for this course, what conclusions have you come to as to the author's purpose in writing this book? Give references that would seem to reveal these aims to you.

2. This book was selected for your reading this year because it could be used most profitably by you to supplement the science work of last year. (Consult Hodge's "Nature Study and Life," Chapters XVIII and XIX) How? Why?

3. The books suggested for the required reading in science will be of little relative value to you if you are satisfied with simply reading them. They suggest, or should suggest, opportunities for coming into a closer and more beneficial contact with our Nature environment. They should be, for the time being, your guide and teacher.

Write a brief paper, not exceeding 1000 words in length, telling your experiences—what you have gained and learned under the leadership of this book.

ENGLISH.—Text: Colby's "Literature and Life in the School." Houghton Mifflin and Co.

Members desiring recognition for the work done in Literature and Life in the School must present *one* theme from the outlines below. Paper not to exceed 1500 words in length:

1. The Value of Literature in Education.
2. The Relation of Literature to Child Life.
 - a. The child's spiritual equipment on entering school.
 - b. How literature supplies the need of the expanding spirit.
3. How to bring literature to the child in the first four years; the second four years. (Select one).
 - a. Your aim.
 - b. How would you bring about the desired result, stating specifically what you would use with the means at your command.
4. What are the results to be achieved in High School English.

SUGGESTIONS.

Those submitting themes are requested to follow these suggestions:

1. Write the name and address of the writer at the top of the first sheet of each theme.
2. Write only on one side of the paper.
3. If possible, use paper about eight inches by ten inches in size.
4. Leave a good margin, at least an inch, for the notes and criticisms of the reviewer.
5. Stress will be laid upon the proper use of capitals and punctuation marks; paragraphing and correct grammatical expression.
6. Themes must show that the author's views have been assimilated by the writer. No paper will be accepted that is a verbatim report or reproduction of the book assigned for reading.
7. Do not roll or fold your manuscript. Mail it flat.
8. Criticisms, when they appear, are made with the hope that they will be accepted in the spirit in which they are written, and that they will prove helpful to the writer of the theme. It is hoped that the criticism will be carefully noted and that the reader will earnestly strive to correct the fault.

All themes should be sent on or before January 15, 1910, to Herbert E. Austin, Secretary, State Normal School, Baltimore, Md.

The following extracts from the Secretary's eighth annual report to the Maryland State Teachers' Association will be of general interest:

The records for the year 1908-1909 show an enrollment of 652. Our membership for the year is distributed among the Counties as follows:

| | | | | | |
|--------------|-----|-----------------|-----|--------------|-----|
| Allegheny | 0 | Dorchester | 104 | Queen Anne's | 0 |
| Anne Arundel | 1 | Frederick | 27 | St. Mary's | 1 |
| Baltimore | 0 | Garrett | 1 | Somerset | 2 |
| Calvert | 0 | Harford | 34 | Talbot | 75 |
| Caroline | 2 | Howard | 25 | Washington | 1 |
| Carroll | 0 | Kent | 38 | Wicomico | 107 |
| Cecil | 130 | Montgomery | 104 | Worcester | 0 |
| Charles | 0 | Prince George's | 0 | | |

Since our last report, the following members have completed a three years' course, and, having met the requirements of the Board of Managers, have been awarded a Testimonial Diploma by the State Board of Education on the recommendation of the Board of Managers:

| | | | |
|--------------------------|-------|-------------------------|-----------|
| Elizabeth Anderson | Kent | Anna Healy | Harford |
| Mary L. Budd | Cecil | Arrie McCoy | Cecil |
| Katherine Budd | Cecil | Emily E. Moore | Cecil |
| Ella Cannan | Cecil | Clarcence Reddick | Frederick |
| Ethel Du Hamell | Cecil | Edith A. Smith | Baltimore |

During the year the following named persons have completed one year's course of reading and have been awarded certificates by the Board of Managers:

COURSE OF 1906-1907.

| | | | |
|--------------------------|----------|----------------------|-----------|
| Elizabeth Anderson | Kent | Anna Healy | Harford |
| Carrie Bassford | Somerset | Edith A. Smith | Baltimore |

COURSE OF 1907-1908.

| | | | |
|------------------------|-------|-----------------------|-----------|
| Nora V. Boston | Cecil | Cecil V. Goslee | Wicomico |
| Mary L. Budd | Cecil | Arrie McCoy | Cecil |
| Katherine Budd | Cecil | Emily E. Moore | Cecil |
| Mary Emily Clark | Cecil | Belle V. Price | Cecil |
| Ella Cannan | Cecil | Clarence Reddick..... | Frederick |
| Helen Davidson | Cecil | Elva Reddick | Frederick |
| Ethel Du Hamell | Cecil | Edith A. Smith | Baltimore |

Themes based upon the work of 1909-1910 must be in the hands of the Secretary not later than January 15, 1911. Requirements will be sent upon application.

Any further information regarding the Reading Circle may be obtained from HERBERT E. AUSTIN, Secretary Board of Managers, State Normal School, Baltimore, Md.

NUCLEUS FOR A SCHOOL LIBRARY.

A LIST OF BOOKS FOR HOME AND SUPPLEMENTARY READING FOR PRIMARY AND INTERMEDIATE GRADE PUPILS.

The County Superintendents of Maryland held a meeting in Baltimore in December, 1908, and discussed the question of school libraries. The opinion prevailed that the average school library did not contain a sufficient number of books suitable to the interest and text-book needs of the younger pupils. Many books purchased for primary and intermediate pupils have no definite relation to school studies and consequently the library books do not supplement and reinforce the daily recitation work to the extent it is possible for them to do. Recognizing this condition, it was decided that the State Superintendent of Public Education should prepare a list of fifty books, suitable for home and supplementary reading, and that the first purchase of library books shall include all of the fifty selections or as many of them as may not already be in the library. It is the judgment of the County Superintendents that these books should be purchased at the very outset of the library enterprise, and teachers and trustees of all schools where library books are to be bought will please regard this action of the County Superintendents. The books named in this list are well adapted to help the pupils to learn to read quickly and well, but also to develop a taste for good reading, and in the quickest possible time lead them into rich fields of choice literary material. The reading, outside of regular text-book work, in the primary grades more especially, should be responsive to the desire for information which was started in the class by the fragmentary bits of knowledge there gained. The brief recitation period can scarcely do more than create a hunger, and the library books should be so selected that the pupils, thus made hungry by judicious teaching in the class, may find satisfying food in the library whose books have been selected for the purpose of supplementing the definite work of school instruction.

The teacher must necessarily be familiar with the contents of each library book to the end that proper direction may be given the pupils in their home and supplementary reading.

1. "Work That Is Play" (Prim.), based on Aesop's Fables, Gardner.
A. Flanagan & Co. 30 cents.
2. Ten Boys (Int.), Jane Andrews. Ginn & Co. 50 cents.
3. Horace Mann Primer (Prim.), Hervey & Hix. Longmans, Green & Co. 25 cents.
4. Stories of Colonial Children (Prim.), Pratt. Ed: Publishing Co. 50 cents.
5. Autobiography of Franklin (Int.), Ed. by Montgomery. Ginn & Co. 40 cents.

6. Folk Lore Stories and Proverbs (Prim.), Wiltse. Ginn & Co. 30 cents.
7. Nature Stories (Prim.), animals, tame and wild, Davis. Ed. Publishing Co. 40 cents.
8. Geography Primer (Prim.), Maryland Edition, Cornman & Ger-son. Hinds, Noble & Eldredge. 50 cents.
9. Washington and His Country (Int.), Fiske. Ginn & Co. 60 cents.
10. Wonder Book for Boys and Girls (Prim.), Hawthorne. Ed. Publishing Co. 40 cents.
11. Nature's By-Ways (Prim.), Ford. Silver, Burdett & Co. 36 cents.
12. Natural Reader Primer (Prim.), Ball. Ginn & Co. 25 cents.
13. Fifty Famous Stories Retold (Prim.), Baldwin. Am. Book Co. 35 cents.
14. History Primer (Prim.), Gerson. H. Noble and Eldredge. 50 cents.
15. Heroes of Myth (Prim.), Price and Gilbert. Silver, Burdett & Co. 50 cents.
16. Alice in Wonderland (Prim.), Carroll. The Macmillan Co. 60 cents.
17. Tales and Customs of the Ancient Hebrews (Prim.), Herbst. A. Flanagan & Co. 35 cents.
18. Robinson Crusoe (Prim.), Godolphin. Ed. Publishing Co. 40 cents.
19. Nature in Verse (Prim.), Lovejoy. Silver, Burdett & Co. 60 cents.
20. Stories Mother Nature Told Her Children (Int.), Andrews. Ginn & Co. 50 cents.
21. Great Americans for Little Americans (Prim.), Eggleston. Am. Book Co. 40 cents.
22. Story of Hiawatha (Prim.), Norris. Ed. Pub. Co. 30 cents.
23. American History Stories, Vols. I and II (Int.), Pratt. Ed. Pub. Co. 36 cents each.
24. The Jungle Book (Int.), Kipling. Century Co. \$1.50.
25. A Child's History of England (Int.), Dickens. H. Altemus Co. 50 cents.
26. Kingsley's Water Babies (Int.), abridged by Stickney. Ginn & Co. 35 cents.
- 27 and 28. Seaside and Wayside, I and II (Prim.), Wright. D. C. Heath. 25 cents and 35 cents.
- 29 and 30. Seaside and Wayside, III and IV (Int.), Wright. D. C. Heath. 40 cents and 50 cents.
31. Four Great Americans: Washington, Franklin, Webster, Lincoln (Int.), Baldwin. Am. Book Co. 50 cents.
32. Hans Andersen's Fairy Tales (Int.), Ed. by Stickney. Ginn & Co. 40 cents.
33. Leaves from Nature's Story Book, Vol. I (Prim.), Kelly. Ed. Publishing Co. 40 cents.
- Leaves from Nature's Story Book, Vol. II (Prim.), Kelly. Ed. Publishing Co. 40 cents.
34. Stories of Plant Life (Prim.), Bass. D. C. Heath & Co. 25 cents.
35. Fifty Famous Stories Retold (Prim.), Baldwin. American Book Co. 35 cents.
36. Twilight Stories (Prim.), Foulke. Silver, Burdett & Co. 36 cents.
37. Outdoor Secrets (Int.), Boyle. A. Flanagan & Co. 35 cents.
38. Sea Stories for Wonder Eyes (Int.), Hardy. Ginn & Co. 40 cents.
39. Black Beauty (Int.), Sewell. A. Flanagan & Co. 30 cents.
40. Once Upon a Time Stories (Prim.), Hix. Longmans, Green & Co. 25 cents.

41. Nature and History Stories (Prim.), Hicks. A. Flanagan & Co. 25 cents.
42. Stories of Norse Gods and Heroes (Prim.), Klingensmith. A. Flanagan & Co. 25 cents.
43. Children of the Bible Series, 10 books (Third Grade), Willard Altemus & Co. 25 cents each.
44. Stories of American Pioneers (Int.). Ed. Pub. Co. 30 cents.
45. Story of Acadia (Int.), Kinnicutt. A. Flanagan & Co. 20 cents.
46. Big People and Little People of Other Lands (Prim.), Shaw. American Book Co. 30 cents.
47. Little Wanderers, Morley. Ginn & Co. 30 cents.
48. Duke (Sequel to Black Beauty), (Int.). A. Flanagan & Co. 30 cents.
49. Aunt Martha's Corner Cupboard (Int.), Kirby. A. Flanagan & Co. 40 cents.
50. Cat Tails and Other Tales (Int.), Howliston. A. Flanagan & Co. 40 cents.

These books may be purchased from the publishers or from the W. J. C. Dulany Co., Baltimore, at a liberal discount from list prices.

PUBLIC HIGH SCHOOLS—Approved by the State Board of Education.

NOTE.—The schools in this list have been inspected, recommended by the State Superintendent, and approved by the State Board of Education; they complete satisfactorily the curriculum prescribed by the State Board, and graduates may enter the normal course of the State Normal School.

| Number | County | Name and Location of School | Name of Principal | Salary of Assistants | | | No. Pupils Enrolled | | Total |
|--------|-------------------------------------|---------------------------------|--------------------|----------------------|-----------|---------|---------------------|----|-------|
| | | | | No. Teachers | Principal | Male | Female | | |
| 1 | Allegany . . . | Allegany Co., Cumberland | Howard C. Hill | 1200 | 6 | 500-800 | | | 245 |
| 2 | " | Central, Lonaconing | Arthur F. Smith | 1150 | 3 | 450-500 | 27 | 53 | 80 |
| 3 | " | Beall, Frostburg..... . . . | Olin R. Rice | 1150 | 3 | 550 | 31 | 51 | 82 |
| 4 | " | Westernport, Westernport. . | O. H. Bruce | 1150 | 3 | 450-585 | 11 | 36 | 47 |
| 5 | Anne Arun'l | Annapolis, Annapolis. | G. F. Pfeiffer | 1000 | 5 | 600-700 | 47 | 78 | 125 |
| 6 | Baltimore . . . | Catonsville, Catonsville..... | E. G. Comegys | 1250 | 4 | 500-750 | 38 | 39 | 77 |
| 7 | " | Franklin, Reisterstown..... | H. H. Murphy | 1250 | 5 | 600-750 | 82 | 79 | 161 |
| 8 | " | Towson, Towson. | A. C. Crommer | 1250 | 5 | 500-750 | 48 | 57 | 105 |
| 9 | Caroline | Caroline Co., Denton. | E. J. Hardesty | 800 | 3 | 450-550 | 23 | 46 | 69 |
| 10 | " | Federalsburg, Federalsburg | Wm. J. Boyer | 750 | 2 | 450 | 16 | 32 | 48 |
| 11 | Carroll. | Westminster, Westminster.. | Geo. F. Morelock | 900 | 3 | 450-550 | 27 | 49 | 76 |
| 12 | Cecil | Cecil Co., Elkton. | N. W. Cameron | 1200 | 5 | 400-500 | 43 | 72 | 115 |
| 13 | " | North East, North East | E. B. Fockler | 1000 | 2 | 400 | 12 | 30 | 42 |
| 14 | " | Chesapeake City, Ches. City | H. W. Caldwell | 1100 | 2 | 500 | 20 | 32 | 52 |
| 15 | " | Cecilton, Cecilton. | Lelia N. McCoy | 600 | 2 | 500 | 8 | 26 | 34 |
| 16 | Dorchester.. | Cambridge, Cambridge..... | D'A. C. Barnett | 1000 | 5 | 450-600 | 32 | 57 | 89 |
| 17 | Frederick ... | Boys' High, Frederick. | Amon Burgee | 1000 | 3 | 450-700 | 71 | | 71 |
| 18 | " | Girls' High, Frederick. | C. H. Remsburg | 1000 | 3 | 550-600 | | 81 | 81 |
| 19 | " | Middletown, Middletown... | R. E. Kieeny | 800 | 2 | 440 | 22 | 21 | 43 |
| 20 | " | Brunswick, Brunswick. | O. M. Fogle | 1000 | 2 | 450 | 13 | 39 | 52 |
| 21 | Garrett. | Oakland, Oakland..... | U. G. Palmer | 1000 | 3 | 450-562 | 32 | 36 | 68 |
| 22 | Harford.... | Bel Air, Bel Air. | H. P. Porter | 1200 | 3 | 450-800 | 22 | 29 | 51 |
| 23 | " | Hav. de Grace, Hav.de Grace | J. W. Tinsley | 1200 | 2 | 900 | 35 | 53 | 88 |
| 24 | Howard..... | Ellicott City, Ellicott City... | Wilmer Joyner | 800 | 3 | 500-550 | 20 | 17 | 37 |
| 25 | Kent | Chestertown, Chestertown... | Jefferson L. Smith | 1000 | 3 | 450-550 | 25 | 28 | 53 |
| 26 | " | Rock Hall, Rock Hall. | J. Thos. Kendall | 900 | 3 | 450-550 | 22 | 21 | 43 |
| 27 | Montgomery | Montgomery Co., Rockville | R. J. Whiteford | 1100 | 2 | 800 | 19 | 36 | 55 |
| 28 | " | Sherwood, Sandy Spring.... | William Davis | 800 | 2 | 700 | | | 34 |
| 29 | Pr. George's Laurel, Laurel. | Roger I. Manning | 1000 | 3½ | 400-600 | 21 | 43 | 64 | |
| 30 | " | Surratts, Clinton | E. S. Burroughs | 800 | 3 | 475-500 | 15 | 25 | 40 |
| 31 | Queen Anne | Centreville, Centreville | James B. Noble | 1000 | 4 | 500-550 | 16 | 54 | 70 |
| 32 | Somerset.. . | Washington, Princess Anne | Howard T. Ruhl | 810 | 2 | 525 | 16 | 24 | 40 |
| 33 | " | Crisfield, Crisfield..... . . . | Fred. H. Gardner | 810 | 2 | 525 | 12 | 30 | 42 |
| 34 | Talbot. | Easton, Easton..... | Sydney S. Handy | 1100 | 5 | 420-520 | 48 | 68 | 116 |
| 35 | " | Oxford, Oxford | Nellie R. Stevens | 700 | 2 | 475 | 15 | 17 | 32 |
| 36 | " | St. Michaels, St. Michaels | H. E. Adams | 875 | 3 | 425-600 | 13 | 30 | 43 |
| 37 | " | Trappe, Trappe. | Addison J. Beane | 700 | 2 | 400-450 | 7 | 13 | 20 |
| 38 | Washington | Wash. Co. Male, Hagerst'n | C. Edwin Carl | 1100 | 4 | 756-900 | 124 | | 124 |
| 39 | " | Wash. Co. Female, " | J. B. Houser | 1000 | 3 | 465-556 | | 85 | 85 |
| 40 | Wicomico... | Salisbury, Salisbury. | C. H. Dye | 1100 | 6 | 630-730 | 46 | 74 | 120 |
| 41 | " | Sharptown, Sharptown. | A. T. Tyler | 675 | 2 | 350-400 | 10 | 8 | 18 |
| 42 | Worcester... | Snow Hill, Snow Hill. | A. C. Humphreys | 900 | 2 | 396 | 13 | 32 | 45 |
| 43 | " | Buckingham, Berlin. | Nettie B. Carey | 720 | 2 | 414 | 9 | 39 | 48 |
| 44 | " | Pocomoke City, Poc'm ke Cy | E. C. Fontaine | 900 | 3 | 300-350 | 30 | 57 | 87 |
| 45 | " | Stockton, Stockton. | John S. Hill | 750 | 2 | 300-600 | 6 | 12 | 18 |

Report of State Superintendent on Manual Training and Colored Industrial Departments

For Year Ending July 31, 1909.

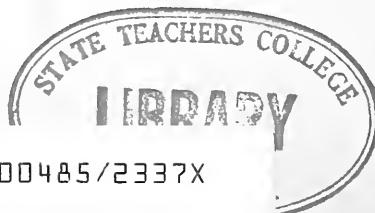
| No. | County | Name of School or which Manual Training is a Department. | Name of Instructor. | Amt. of State Appropriation. | Treasurer of County Board to whom Approp- riation is payable. | Treasurer's Address. |
|---------------------------------------|---------------------------|--|---------------------|---------------------------------|---|----------------------|
| | | | | | | |
| Allegany..... | Allegany Co. H. S..... | Myron E. Bailey | \$1500 | A. C. Willison | Cumberland | Annapolis |
| Anne Arundel..... | Annapolis H. S..... | A. Gentry Lambeth | 1500 | Samuel Garne | Annapolis | |
| Baltimore..... | Sparrows Point S..... | J. D. Fred. Schumacher | 1500 | Albert S. Cook | Towson | |
| Caroline..... | Caroline Co. H. S..... | J. L. F. Magness, Ass't. | 1500 | E. M. Noble | Denton | |
| Carroll..... | Westminster H. S..... | E. A. Johnson | 1500 | S. Simpson | Westminster | |
| Cecil..... | Cecil Co. H. S..... | Everett A. Hindey | 1500 | George Bidle | Finksburg | |
| Charles..... | McDonough Institute..... | Carroll Edger | 1500 | M. R. Stone | Ta Plata | |
| Dorchester..... | Cambridge H. S..... | Reverend Gary, Ass't. | 1500 | W. P. Beckwith | Cambridge | |
| Frederick..... | Bowie H. S..... | A. M. Isanogle | 1500 | John T. White | Frederick | |
| Garrett..... | Oakland H. S..... | Albert J. Farver | 1500 | J. A. Browning | Oakland | |
| Harford..... | Harvey de Grace H.S..... | Spencer C. Stull | 1500 | W. C. Phillips | Bell Air | |
| Howard..... | Elliott City H. S..... | R. W. Strawbridge | 1500 | Milton Melvin | Hilltop City | |
| Kent..... | Chestertown H. S..... | Harry B. Hosshall | 1500 | J. Hartie Wool | Chesterfield | |
| Montgomery..... | Montgomery Co. H. S..... | Owen C. Blades | 1500 | J. F. Susser | Rockville | |
| Prince George..... | Laurel H. S..... | Wilson S. Ward | 1500 | R. J. Grimes | Upper Marlboro | |
| Queen Anne..... | Centreville H. S..... | James G. Boss, Jr. | 1500 | W. H. Dashell | Centrevalle | |
| Somerset..... | Crisfield H. S..... | John T. Bruehl | 1500 | Herbert A. Lewis | Princess Anne | |
| Talbot..... | Baston H. S..... | Gertude J. Weidner | 1500 | Nicholas Orem | Finksburg | |
| Washington..... | Hagerstown Male H. S..... | Nora D. Reinson | 1500 | John P. Fockier | Hagerstown | |
| Wicomico..... | Wicomico Co. H. S..... | Luther Forsythe | 1500 | W. H. Holloway | Salisbury | |
| Worcester..... | Show Hill H. S..... | HeLEN A. Porter | 1500 | H. W. McMurter | Show Hill | |
| Colored Industrial Departments | | | | | | |
| Allegany..... | Cumberland C. S..... | J. W. Onion | 1500 | A. C. Willison | Cumberland | |
| Anne Arundel..... | Annapolis C. S..... | Geo. R. Thomas | 1500 | Samuel Garner | Annapolis | |
| Baltimore..... | Catonsville C. S..... | J. Letta G. White | 1500 | Towson | | |
| Caroline..... | Denton C. S..... | Bertha D. Boyle | 1500 | A. S. Cook | | |
| Cecil..... | Birkton C. S..... | J. C. Briscoe | 1500 | E. M. Noble | | |
| Frederick..... | Frederick C. S..... | J. Murietta Kenward | 1500 | George Bidle | | |
| Montgomery..... | Standy Spring C. S..... | D. Esty H. Chimey | 1500 | Finksburg | | |
| Talbot..... | Boston C. S..... | Wm. O. Wilson | 1500 | Jno. T. White | Frederick | |
| Washington..... | Hagerstown C. S..... | J. Louise Thomas | 1500 | J. Hartie B. Wood | Rockville | |
| Wicomico..... | Salisbury C. S..... | Geo. H. Williams | 1500 | Nicholas Orem | Easton | |
| | | Nellie E. Turner | 1500 | | | |
| | | Mary A. Stewart | 1500 | | | |
| | | Samuel E. Ford | 1500 | Jno. P. Fockier | Hagerstown | |
| | | Bertrice Carroll | 1500 | | | |
| | | Phineas E. Gordy | 1500 | W. J. Holloway | Salisbury | |

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ILLUSTRATIONS.

Libertus Van Bokkelen, D. D., LL. D. M. Alexander Newell, Ph. D.
 E. Barrett Prettyman, LL. D.





Albert S. Cook Library

SUCCESS.

"He has achieved success who has lived well, laughed often, and loved much;

Who has gained the trust of pure women and the love of little children;

Who has filled his niche and accomplished his task;

Who has left the world better than he found it, whether by an improved poppy, a perfect poem, or a rescued soul;

Who has never lacked appreciation of earth's beauty, or failed to express it;

Who has always looked for the best in others and given the best he had;

Whose life is an inspiration;

Whose memory is a benediction."

... son

